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GUIDE TO RURAL YOUTH ORGANIZATION

BASED ON

A PILOT PROJECT

(Revised Edition)

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CONTENTS

		Page
CHAPTER	I—Pilot Experiment in Rural Youth Organization ..	1
CHAPTER	II—Techniques, Projects and Programme ..	10
CHAPTER	III—How to initiate Youth Programme	19
CHAPTER	IV—Constitution and Ceremonials	26
CHAPTER	V—Training of Members, Youth Workers and Local Volunteer Leaders	31
CHAPTER	VI—The Local Volunteer Youth Leader	36
CHAPTER	VII—Role of Operational Agencies	47
CHAPTER	VIII—Training in Co-operatives	51
CHAPTER	IX—Finances, Equipment and Supplies	57
CHAPTER	X—Organizational Pattern and Relationship with the Departmental Set-up	61
CHAPTER	XI—Retrospect and Prospect	65
APPENDIX	A—Records	68
APPENDIX	B—Constitution	77
APPENDIX	C—Syllabus of Training for Youth Workers ..	79
APPENDIX	C(1)—Syllabus for training in Economic Co-operation ..	83
APPENDIX	C(2)—Syllabus for a week's Training for Youth Club Members	84
APPENDIX	C(3)—Syllabus for a week's Training for Youth Leaders in Rural Youth Organization	85
APPENDIX	D—Literature for Youth Clubs published by the Planning Research and Action Institute	89
APPENDIX	E—Training through Group Discussion Technique ..	90

FOREWORD TO THE REVISED EDITION

It is with a high sense of satisfaction that I write a foreword to the revised edition of the Guide to Rural Youth Organisation. Two editions have already been exhausted—each printed in five figures. This firmly establishes the increasing demand of the popular publication which has been serving as a text-book for the youth and the youth organizers in the State.

The programme of Rural Youth Organization initiated as a Pilot Project in seven villages of districts Etawah and Ballia in July 1954 was found to be very interesting, useful and inspiring. As a result of further experimentation and evaluation, the programme has been fully oriented to the needs of village youth and is radiating through various operational agencies to more and more villages in the State of Uttar Pradesh every year. It has spread by now to all the districts of the State. The total number of youth clubs today stands at about 43,000 with a membership of about 5 lakhs. The programme has been adopted by the Departments of Education, Prantiya Rakshak Dal, Planning and Social Welfare. Besides, voluntary agencies such as, Bharat Sevak Samaj and Bharat Scouts and Guides have also joined hands in radiating the programme.

In the context of the Community Development programme, the subject of Rural Youth Organization has received great importance in so much so that at times it has been judged as the main base of rural transformation. The Planning Research and Action Institute has been incessantly trying to shape the pattern already evolved by it by working out an organizational structure from the village to the State level and also by enriching the programme content through regular trials and experiments. New ideas and experiences gained have necessitated the revision of the Guide which has been accomplished with the combined efforts of the thinkers on the subject and organizers of the programme from the fields. The suggestions received from the departments of Education, Prantiya Rakshak Dal, Social Welfare and Planning have been very valuable, indeed. The Secretary, Young Farmers' Association, India, New Delhi and Dr. J. Paul Leaganes, Consultant in Extension Training, Ford Foundation, New Delhi, have extended substantial help in the revision of the Guide.

The needs of youth are changing fast and the organizational pattern also has to be oriented in the context of the democratic

decentralisation in the country. These have been fully visualised in the revised edition. I have every hope that the revised edition of the Guide which incorporates the practical experiences of planners, thinkers and field workers who have been regularly trying to break fresh grounds and also the views of the researchers engaged in Pilot experiments will fulfil our best hopes and succeed in building a strong and forceful rural youth organization in the State. I hope the Planning Research and Action Institute will continue to be the torch-bearer in the sphere of Rural Youth Organization.

SUCHETA KRIPALANI,
Minister for Labour and Community Development, Uttar Pradesh.

LUCKNOW:
Dated July 29, 1963.

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CHAPTER I

PILOT EXPERIMENT IN RURAL YOUTH ORGANIZATION

Background

1. The idea of organized rural youth work was not altogether foreign to leaders in U. P. and in India. Many officials and leaders in our Community Development Extension, and Education agencies were familiar with youth club work going on in other countries such as 4. H. Clubs and Future Farmers of America (F. F. A.) in U. S. A., Canada and Japan, Young Farmers Clubs in England and the Folk Schools of Denmark. Students and observers of these movements know the important part they played in the progress and improvement of agriculture and rural life in the countries where they flourished. They did not have to be sold on the desirability of a similar programme for the rural youth of India. Several years of concentrated thought and work on the vast and complex problems of building a better rural life had pointed to the obvious need for systematic attention to the plan of rural young people in the Development and Extension Scheme of things.

2. Having accepted the principles of rural youth club work as essential to effect long-range rural life improvement, the problems of developing a youth programme which would fit into going field operations remained to be solved. The latent possibilities of an organized programme for youth improvement were recognized. Experience in the past with such activities as Scouting, Junior Red Cross, the traditional recitals of *Ramayan*, participation in *Ramlila* and other joint activities, and the natural gregariousness of youngsters gave promise of ready response to a comprehensive programme for organized club work embracing these activities and others besides. It was, then, not a question of whether it should be done, but of how best to do it. The Planning Research and Action Institute undertook, as one of its first assignments, to seek an answer to that question.

Purpose and Scope

3. As a guideline in approaching the problem, it was agreed that the purpose of Rural Youth Organization is to develop people into better cultivators and cultivators into better people by making available to farm youth the best knowledge and skills ; and to

build the attitudes, values and habits needed to produce intelligent, well-informed, useful citizens for the villages, for the State, for India and for the world. A guiding principle is to "learn by doing" and, so far as possible, "to earn while learning".

4. It was decided, before embarking upon a programme for the establishment of youth clubs on a large scale, to conduct pilot experiments in selected areas. The aim of these pilot experiments was to find out the best approach and methods and to determine the most fruitful programmes by trying them in small areas under close observation and guidance of specialists with a view to later step-by-step expansion of the work in other areas on tried and proved lines.

5. The pilot projects begun by the Planning Research and Action Institute in 1954 at Ballia and Etawah have served as the experimental laboratories to discover the mistakes and difficulties to avoid and to find the best programmes, organizational pattern, techniques and methods. Ideas borrowed from other countries or Indian States or originated in the Institute itself were tried to determine their application to and practicability for the requirements of U. P. The scope of the Pilot projects in youth work was necessarily limited by our limited resources and by the need for thoroughness and concentration as essential to a planned approach.

Objectives

6. The programme envisioned in the pilot projects is a specialized educational enterprise for rural youth. As such, it shares in the objectives common to all educational programmes aiming at physical, mental and moral development. It also has distinctive objectives as enumerated below :

(1) To help rural boys and girls develop desirable values, ideals and standards for (*a*) farming, (*b*) family life, (*c*) community life, (*d*) citizenship and (*e*) leadership ; and a sense of responsibility for their attainment as an ambition for a fuller and richer life.

(2) To give rural boys and girls technical instruction in (*a*) farming, (*b*) home-making , and (*c*) community leadership through training in practical and profitable, individual and group projects, such as vegetable and crop-growing, gardening, tree-planting and animal-rearing, on improved lines.

(3) To develop scientific attitudes towards the problems of the farm, the home and the community ; to arouse a

desire to learn to acquire an intelligent understanding and to teach youth the value of research.

(4) To train the youth for discipline, aesthetic sense, self-help through mutual help and co-operative action, respect for elders, meeting personal requirements, decorating club centres, running club orchards etc.

(5) To develop such leadership qualities as self-reliance and devotion to duty by exercising group responsibilities through active club membership, service on club committees, fairs, camps, competitions, tours, judging contests and holding club offices.

7. The pilot experiment conducted by the Planning Research and Action Institute was intended to answer the following questions :

(1) What should be the objectives of our work ?

(2) Which ideas and practices of other States or countries can be successfully and usefully adopted or adapted by us ?

(3) On what lines should the work be organized in our villages ?

(4) What age groups should be covered ?

(5) What should be the total membership in the initial stage and subsequently ?

(6) What specific projects in vegetable-growing, poultry-farming, tree-planting, cattle-breeding, small industries etc., can be tackled successfully and fruitfully ?

(7) What methods and techniques should be adopted on the selected project ?

(8) What physical, social and cultural activities should be undertaken ?

(9) How should the preliminary survey be undertaken ?

(10) How should the programme be planned ?

(11) How should it be implemented ?

(12) What are the financial implications of various schemes ?

(13) What should be the relationship of the club members with the other agencies and organizations in the field ?

(14) What should be the arrangement for staff, technical guidance and supplies needed by the club members ?

(15) How should priorities be determined in selecting operational areas?

(16) What will be the most fruitful time-schedule ?

(17) How should the club work be assessed ?

Technique and Methods of the Pilot Experiment

8. Concentration, thoroughness and follow-up are the essence of the Pilot Project approach. Accordingly, the work was started in a small area with close concentration under Institute guidance and supervision. The significant results, successes as well as failures, were closely analysed and further expansion of the Programme has been prepared on the basis of these analyses. It is a "Research-Action project" with a scientific and practical approach with enough coverage in a number of areas to ensure its wider applicability, sure development is not artificial. In brief, the purpose in line with Planning Research and Action Institute objectives and methods is to test the development of youth work in several districts and then to turn over the proved results to the appropriate operating organizations for incorporation into the normal development programme.

Selection of Districts and Villages

9. To begin with, the work was started in Etawah and Ballia Districts. In Etawah District two villages, Serpur and Sonvarsa, situated near the Project Headquarters, were selected. The work was organized by the Junior Associate to the Specialist on Extension, who lived in one of the two villages and worked closely as Youth Leader with the boys in the selection, planning and implementation of the individual or group projects and participation in the community life. He had some previous experience in rural youth work and had spent six months in U. S. A. studying the 4-H Club movement. He held seminars with boys in either the Junior High School, Sonvarsa, Janata Vidyalaya Intermediate

College, Bakewar, or any other suitable place in the village, so that they came fully to understand and appreciate the details of the projects and the programme they selected to carry out. The V. L. W.s of both villages, Extension Teacher, Social Education Teacher and at least one volunteer village leader were associated with the work as observers. They did not work with the boys like the specialist worker but observed the work, with a view to organizing similar work in other villages after the initial stage of experimentation. During the first six months, the specialist worker concentrated solely on these selected villages. Later on, he was assigned to three additional villages to supervise work which had started there under influence of the original two villages. In addition, he served also as consultant on youth work to the V. L. W. in charge of five selected villages more distant from his headquarters.

Work in Ballia District

10. Simultaneously, the work was started in Ballia District on a somewhat different footing. Some useful work had been done in this district by the Social Education and other staff of the Community Project. This work was continued under Institute guidance, help and supervision from the Institute. In order to determine how far this work can be carried out by the existing staff, such as, the V. L. W., Field Teacher, Extension Teacher, Social Education Teacher (adult teacher), and volunteer worker, no specialized youth worker was provided. A separate organization for youth work from top to bottom is neither desirable nor feasible on account of the waste due to duplication, overlapping and lack of co-ordination and for want of adequate resources. We should utilize, so far as possible, the existing institutions, agencies and resources and should supplement them only to the minimum necessary extent within the means of our country. The most that the State can provide is one Youth Worker for each two blocks. At the village level, we have to depend on volunteer workers, particularly the part-time Social Education Teacher, led and assisted by the normal development set-up such as the Village Level Workers, Field Teachers and Extension Teachers in Community and N. E. S. Projects.

11. The work in Ballia District was planned on the following lines :

(1) After a realistic, thorough and detailed study of a number of villages by Institute Specialists, four villages,

namely (i) Sarai Bharati, (ii) Kharsara, (iii) Bhimhar and (iv) Chhichhor were selected.

(2) They were divided into two groups of two villages each

(i) Sarai Bharati and Kharsara ;

(ii) Bhimhar and Chhichhor.

(3) Each group of two villages was placed under the charge of the Field Teacher of the area in addition to his other duties. The two field teachers were mainly responsible for the operation in their respective areas.

(4) The Village Level Workers of the two groups of villages assisted the field teachers.

(5) The work of the field teachers was supervised by the Assistant Development Officer (Social Education), Ratanpura Project, who was responsible to the Deputy Project Executive Officer of the Project.

(6) Constant guidance and supervision was provided by the Institute through frequent visits, reports and exchange of notes.

(7) In all respects, except that there was no specialist worker, the work was done on the same lines as in Etawah. The boys in each selected rural area between the ages of 12 and 20 years were helped to organize themselves into a group (*dal*) with their own office-bearers and own local programme. The group, or club, had the guidance of an adult volunteer leader from the village, working in close collaboration with the Village Level Workers, Field Teachers and Extension Teachers under the guidance of the Prantiya Rakshak Dal and the Education, including Social Education, staff. Each member had an individual project centering round a problem of the home or the farm, such as vegetable-growing and gardening, calf-rearing, poultry-keeping and bee-keeping. There were also group projects centering round some community programme and recreational activities. The club members served on the committees of their own clubs for organizing camps, plays, tours, competitions, fairs, exhibitions, judging contests, social meetings, etc. Each member kept a record book of his project including gross income, expenditure, net profit, improved practices and significant failures and achievements.

REVIEW OF THE WORK IN ETAWAH AND BALLIA

The following observations are based upon the writing of the Pilot Project in the two districts of Etawah and Ballia during the first twenty months of the Project.

(1) Steady Rise in Membership

The idea of establishing youth clubs gained steady popularity with the youths, their parents and with village leaders. The following table will illustrate :

District	Number of clubs in July, 1954	Number of members in July, 1954	Number of clubs in April, 1956	Number of members in April, 1956
1	2	3	4	5
Etawah	3	36	12	225
Ballia	4	69	20	390
Total ..	7	105	32	615

It was, found on enquiry that a majority of those who joined the clubs did so after a member training camp had been held in each district. The training camps gave a fillip to the popularity of the movement as the members with knowledge of the aims and objects of clubs and some experience in club work acted as missionaries of youth organization.

It may also be noted that if a limit of one club in each village and club membership to 20 or less had not been set, many more youths would have enrolled.

(2) Project Results

(*a*) What the members have been able to produce from their projects is shown by the few typical cases given below :

Name	Name of Club	Project taken	Area sown	Yield	Value of yield	Cost of seed fertilizer, etc.	Nett gain
				Mds. srs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
1. Virendra Chaturvedi (18 years)	Bakewar (Etawah).	Turmeric (Haldi).	15′×70′	6 0	360 0 0	25 0 0	335 0 0
2. Pancham Singh (18 yrs).	Sherpur (Etawah).	Tomato	15′×15′	183 20	31 8 6	3 13 0	27 11 6
3. Jagat Narain (18 yrs.)	Ujhiyani (Etawah)	Potato (Mily. (Red.)	24′×20′	2 0	20 0 0	6 8 0	13 8 0
4. Sachchida Nand Singh.	Athilla (Ballia).	Bhindi	20′×10′	0 20½	4 12 0	0 7 0	4 5 0
		Maize	2 Biswa	2,000 corns	62 8 0	4 2 0	58 6 0
		Tomato	12′×9′	0 20	2 8 0	0 5 0	2 3 0
		Chillies	15′×9′	0 5	3 12 0	0 7 0	3 5 0
						Total ..	68 3 0
5. Satyendra Kumar.	Do. ..	Bhindi	10′×9′	0 8	1 8 0	0 4 0	1 4 0
		Maize	25′×20′	500 corns	15 10 0	0 8 0	15 2 0
		Chillies	10′×10′	0 4	3 0 0	0 5 0	2 11 0
		Potato	50′×50′	18 8	136 8 0	12 14 0	123 10 0
						Total ..	142 11 0
6. Vidya Nand Singh.	Chhichhor (Bailla)	Wheat C-13.	1 Biswa	16 0	30 0 0	1 8 0	28 8 0
		Potato	½ Biswa	8 0	34 0 0	4 4 0	29 12 0
						Total ..	58 4 0

Number of Clubs with membership progress in two Pilot Districts

		Etawah	Ballia
1.	Number of clubs in July, 1954	3	4
2.	Total number of membership in July, 1954 ..	36	69
3.	Total number of clubs in July, 1955	12	20
4.	Total number of members in July, 1955 ..	225	390
5.	Total number of clubs on April 1, 1956 ..	15	20
6.	Total number of members on April 1, 1956 ..	265	390
7.	Total number of clubs on April 1, 1957	40	23
8.	Total number of members on April 1, 1957 ..	705	433
9.	Total number of clubs on April 1, 1958 ..	47	25
10.	Total number of members on April 1, 1958 ..	753	444
11.	Total number of clubs on April 1, 1959 ..	53	30
12.	Total number of members on April 1, 1959 ..	841	485
13.	Total number of clubs on April 1, 1960	68	34
14.	Total number of members on April 1, 1960 ..	1172	513
15.	Total number of clubs on April 1, 1961	301	37
16.	Total number of members on April 1, 1961 ..	6073	649

From the above table it is clear that the Rural Youth Programme which was started in three villages of Etawah and four villages of Ballia registered a steady progress up to the year 1958. In the three Pilot Development Blocks of Etawah the number of clubs rose to 47 and in the two blocks of Ballia it rose to 25. The progress of increase in membership continued to be steady. In the year 1961 the difference between the rates of progress in Etawah and Ballia is very wide. In the Pilot Development blocks of Etawah saturation level was attempted in pursuance of a decision taken at a joint meeting of the youth representatives from the three blocks with the result that there is one youth club in each Gaon Sabha. So far there is only a horizontal saturation and the vertical one will be tried in subsequent years. In Ballia also an effort will be made to bring in expansion of the clubs on the same scale as in Etawah.

CHAPTER II

TECHNIQUES, PROJECTS AND PROGRAMMES

Techniques

"When I hear I forget

When I see I remember

When I do I learn"

runs the proverb.

The basic technique of the Youth Programme is to learn by doing and to earn while learning. The members of the club undertake various individual or group projects according to their aptitude and opportunity with the constant technical guidance and help of Extension workers. They conduct farm, home and the community enterprises with an intelligent understanding of the various programmes, possibilities, problems and the possible means of overcoming them. Thus, they will develop profitable and desirable habits, increase their income and standard of living, create better homes, and home environment through more healthful and hygienic living, and use leisure better through cultural, social and recreational activities, including games and sports, camps, competitions, tours and fairs.

2. Rural youth work is an integral part of Social Education and Agricultural Extension, regarded not merely as an important side-line but as a main plank of the programme.

3. The youth clubs are voluntarily joined and democratically organized groups of young people working under the guidance of local volunteer leaders, trained, assisted and guided by the appropriate community project and other extension staff, such as Village Level Workers, Field Teachers, Extension Teachers of the Junior High Schools, other selected teachers, P. R. D. Workers, Social Welfare Workers, etc.

4. Club members elect their own officers, plan and conduct their own programmes, hold regular meetings, and take part in community improvement. The adult leaders, whether official advisers named above or volunteer leaders, serve only as friendly consultants to guide the individual members and the club.

5. The clubs are concerned with practical economic activities designed to improve practices in agriculture and rural development as well as cultural and recreational activities to foster community spirit among themselves and the villagers and to raise their general level of living.

6. Any youth, literate or illiterate between the age of 12 and 25 years who, with parental consent agrees to "learn to do by doing" in some worthwhile activity in farming, home improvement, or community development may become a club member. The purpose and activities of the club are strictly non-sectarian and non-political.

Projects and Programmes

7. The practical activities in which members engage, as individuals, as groups, or as the entire club, are known as projects.

8. Each project is carefully and systematically planned and designed with well-defined objectives under the guidance of extension workers and youth leaders, to give club members practical on-the-job training in better ways of doing things to benefit themselves, their parents and the community.

Records

9. Each literate member keeps a simple record of his project; the clubs record their group achievements. By keeping these records each member gets practical training in book-keeping and can determine whether or not he is making a profit on his project. The illiterate members will be assisted by literate members in keeping their records. This will stimulate interest in education among the illiterate members. Similarly each Club Secretary is trained to fill in Monthly Progress Reports on prescribed *pro forma*. These records also furnish reliable data on which to build the future programme and a basis for recognition of worthy club membership. Only a minimum of paper work has been prescribed by way of record-keeping as per Appendices "A" and "B".

Selection and Assignment of Projects

10. Improvement of the present farm and village practices is the aim. It can be achieved through (*a*) better quality, (*b*) greater quantity, (*c*) less cost in labour and money and (*d*) introduction of new practices or new varieties.

11. The projects must be feasible in the area and needed in the village for better living. If we desire effective programmes,

we should base them on real needs and build them around the active interests of the young people in our villages. The key-note of all programmes should be "helping young people to help themselves".

12. The essentials of a good project are that (*a*) it should provide good incentives by satisfying some local felt need, (*b*) it should be thoroughly practical and realistic, (*c*) the necessary technical skill or "know-how" should be locally available, (*d*) the necessary supplies, such as, tools, materials, literature, should be pre-arranged and (*e*) the collaboration of the members and others concerned with a proper understanding and interest should be available. The details full of the programme should be worked out step by step. The success of a project is very much dependent on these five elements. Nothing succeeds like success; nothing fails like failure. Be sure in advance that everything needed to succeed is available, can be used by the youth and will not make the follow-up too expensive or too difficult.

13. We should not, however, lose sight of the fact that the success of a project does not necessarily depend on financial profit alone. Success may take the form of a direct cash profit or an indirect profit in kind, such as, a contribution to the family food supply or an experience gained for future use or good habits learnt or a better tone of life in the village. The extent of the contribution to the individual or the community welfare or productivity should be the criteria for judging the value and suitability of the projects. Projects that can be undertaken by rural youths may be broadly classified as (*a*) Agricultural and Economic, (*b*) Community Service and (*c*) Cultural and Recreational.

Follow-up on Projects

14. Every project must be :

—Selected properly

—Planned thoroughly

—Started correctly

—Carried through step by step according to plan

—Concluded with adequate records to show results

—results, when significant, should acquaint parents, village leaders and other club members with what can be done when good procedures are followed.

—all of this requires *guidance* and *supervision* on a continuing basis at every step of the way from start to finish.

—it is from this guidance that training and development of youth emerges.

15. Follow up is best done by such extension methods as :

—Individual visits to projects by V. L. W.

—Visits by designated and trained local leaders.

—Group meetings at selected projects.

—Projects tours by parents and club members together or separate.

—Annual *youth recognition* or awards day.

—Recognition for outstanding work can be in many forms.

Some are:

—Prizes for good work,

—Certificates when deserved.

—Award buttons of appropriate design.

—Providing for the youth club to take major part in special village celebrations, etc.

—Village *fairs* where youth work and projects' results are exhibited and judged by a competent penal.

—Wide public recognition of outstanding work of individuals and groups.

—All of these provide incentives for good work.

—They *set standards* and *create interest* both among parents and club members.

16. Effective extension teaching in youth work requires three major kinds of action :

(*a*) Telling.

(*b*) Showing.

(*c*) Doing.

—For most subjects, neither of these alone will attain the desired results.

—Research and experience show that all three approaches used in combination usually give the best results.

Suggested Projects

17. While members of youth clubs are free to choose any project according to individual aptitude and availability of material and expert advice, it should be required of each member to undertake at least one agricultural or economic project. In addition to his individual project, the member should be encouraged to participate in at least one group project and, of course, in all club projects. So far as practical, each member should undertake a different type of project each year. This way versatility is developed. Below are listed some possible projects.

Agricultural and Economic Projects

18. These Projects can be taken up by individual or groups :

Individual Projects

(1) Better farming practices—Sowing of Kharif and Rabi crops—cotton, maize, wheat, barley, paddy, pea, berseem, sugarcane.

(2) (*a*) Vegetable-growing—Potato, ladyfinger (Bhindi), tomato, brinjal, carrots, turnip, onion, cabbage, cauliflower, chilly, for the family and market.

(*b*) Vegetable seed and nursery raising.

(*c*) Growing seasonal flowers.

(3) (*a*) Planting fruit trees and plants : Mango, papaya, lemon, guava, banana, tapioca.

(*b*) Afforestation : Babul, Seesham, P. S. Zooliflora, etc.

(4) Raising cattle : Cow, or buffalo-calf, fishery, and piggery.

(5) Poultry where feasible.

(6) Bee-keeping in selected areas.

(7) Handling, repair and maintenance of agricultural tools and implements.

(8) Carpentry.

(9) Tailoring and shoe-making.

(10) Spinning and weaving, Yarns (Rope, Durrie, Newar, cloth, hosiery, etc.).

(11) Sericulture and ericulture.

(12) Cycle repair and maintenance.

(13) Fruit preservation.

(14) Making soap, button, chalk, candle, etc.

(15) Hobbies which may ultimately develop into trades, e.g. making toys, collection and making of pictures and drawings for home decoration, photography.

Group Projects

As group projects the following are suggested :

(1) Preparing a demonstration plot for the community.

(2) Building a room for the club or school, beginning with work at a brick-kiln.

(3) Crop-protection campaigns.

(4) Decoration of home and environment, *Panchayatghar*, community centre in connexion with collecting or making of pictures and drawing.

(5) Co-operative store—To give elementary training in co-operatives, a small village co-operative store handling staple requirements, may be started wherever there are facilities and need for the same.

Building Block Youth Foundations for helping needy and deserving youth for initiating new ventures.

16. Generally, it may be assumed that land for agricultural projects cannot easily be furnished by landless parents, nor can they readily afford other assistance. Since most of them are now and are likely to remain landless, here is an opportunity for emphasis on handicraft and manual skill projects such as : brick-making, metal work, leather work, basket making, chick and *murha* making, weaving and other industries such as bee-keeping and poultry, all planned for productive future employment.

Community Service

17. When we serve others, we help others as well as ourselves. Young people should be given a chance to grow personally by improving their home community. This is one of

the best methods known to train and develop good citizens and leaders. Beginnings are to be made with familiar jobs close to home in their own village. Many youths will get inspiration towards high ideals and sound values if given encouragement to beautify the village *Panchayatghar*, local places of worship, school compounds, and village community centre. If youths have a part in its development, the community becomes a personal thing. Some ideas for community service projects are suggested below:

(1) "Brighten the corner where you are"—This fitting slogan can be translated into practice by clean-up of environment such as streets and *mohalla.*

(2) Village sanitation campaigns.

(3) Repair and maintenance of public places, e.g., *Gandhi Chabutra*, *Panchayatghar*, village road, temple, mosque, community centre, school-yard.

(4) Crop-protection campaigns such as rat extermination or control of gundhibug.

(5) Tree-planting : Roadside tree lanes and village shelter belts.

(6) Literacy drives.

(7) Junior Red Cross work.

(8) Acting as volunteers in fairs and festivals.

Cultural and Recreational Activities

18. "All work and no play makes Jack a dull boy." Recreation is a form of education, because as people learn to have fun together they also learn to work together. Recreation or organized play covers a large field of activity such as :

(1) Games and athletics : *Kabaddi*, tug-of-war, *mugdar* and wrestling.

(2) Sports : High and long jumps and indoor games.

(3) Races: 100 yards, 220 yards, mile and cross country races.

(4) Drills, Parades and physical culture including *Surya Namaskars* and *Asans* and competing for physical efficiency test.

(5) Music : Community singing, *Kirtan Mandalis*, folk songs, *Alha*, festival celebrations, such as, Holi, Diwali Gandhi Jayanti, Independence and Republic days.

(6) Village theatricals : Dramatics, operas, shadow plays, *Ramlila* pageants, street playlets and skits, active and quiet games for meetings.

(7) Camping and picnics : Week-long training camps, overnight and one-day outings, picnics.

(8) Scouting.

(9) Arts and crafts : Hobby shows, craft work, personal collections.

(10) Tours and trips to model farms, industries and co-operatives, places of scientific and historic interest, attending meetings of *panchayat* or State Legislature in the State Capital, interviewing important personalities.

(11) Team competitions and tournaments, first group-wise, then village-wise and finally inter-village.

19. Recreational and cultural activities are not something apart from project work but rather just another phase of training that helps to develop youth and provide healthy recreation and dispel monotony of life in rural areas. However, in the work of rural youth clubs, recreation should not be emphasized at the expense of project teaching because the distinguishing feature of club work is the project work which boys do and the practical results which they obtain.

Special Responsibility to Harijans

20. The youth worker, advisory staff and/or volunteer leader assumes responsibility for all village youth eligible for the club membership. This includes Harijan boys. He must be constantly aware of the special problems of these boys. They are a vast resource of useful labour and citizenship in the villages for whom development opportunities must be found. This will require much thought, careful planning and tact. The local volunteer youth leader will need training and guidance in planning projects with the Harijan members of the club.

21. A word of caution should be clearly noted that no project which is not financially sound and which is not likely to train the youth in something that they will utilize when they grow up, should be undertaken. No project should be undertaken just for show. Each project must be co-related to some basic need of life and should be intrinsically sound, technically as well as economically.

22. The social and economic structure envisioned for India's future requires major place for co-operative life and enterprise. To prepare young people for participation and leadership in this new system, youth club work in villages should place proper emphasis upon training in co-operation.

CHAPTER III

HOW TO INITIATE YOUTH PROGRAMME

Coming together is a beginning, keeping together is a progress and working together is a success. Along the principles outlined in the above lines, the work of establishing a Youth club can roughly be split up into three parts—coming together, keeping together and working together. These are three very important stages which should be attended to with a great consideration. In fact, first leads to the second and second leads to the third. Any weakness lurking in the preceding stage is likely to adversely affect the succeeding ones. For the convenience of the field workers of Rural Youth Organization, the following steps for establishing rural youth clubs are given which may, with suitable modifications and necessary adaptations to local requirements be adopted—

(i) informal contact with village adults and youths;

(ii) selection of interested youths and potential volunteer leaders ;

(iii) sight-seeing in other areas ;

(iv) initial educational programme with the aid of films, films-strips and printed literature ;

(v) training camp for prospective members and potential leaders ;

(vi) survey and selection of projects ;

(vii) location of permanent club members ;

(viii) first preliminary meeting ;

(ix) formation of the club ;

(x) subsequent meetings ;

(xi) formal election of office bearers ; and

(xii) selection of local volunteer leaders.

1st Step : *Informal Contact*—

2. Informal individual approach to progressive villagers and the youths will enable the youth worker to get first-hand knowledge of the conditions of the area and the local people and some

acquaintance with the nature of youth work. If the worker has already been in the area and enjoys the confidence of the people, this step may not be necessary or, at any rate, may be short. In any case, this should not take more than one week.

Besides this, a few informal contacts with the village people will dispel the misgivings, if any, lurking in the minds of the villagers about the usefulness of the youth clubs.

2nd Step : *Selection of Interested Youths and Possible Volunteer Leaders—*

3. The informal contacts will enable the worker to find out some interested youths as well as adults willing to know more about the programme. Such people are likely to benefit considerably through sight-seeing. One or two days in the village should be enough to make such preliminary selection.

3rd Step : *Sight-seeing—*

4. They should be taken out on a tour to the neighbouring areas where this work has been in progress so that they may see with their own eyes the kind of work that is being done, the objectivities and methods of the programme and the programme's feasibility in their own area. With the villagers, like with most of us, "seeing is believing" and, therefore, sight-seeing is most effective for building faith and enlisting interest and co-operation. This should follow soon after step 2, and should last from two to three days depending upon the distance to travel.

4th Step : *Initial Education Programme—*

5. Sight-seeing limited to one or two areas, may not give a complete picture of the various aspects of the programme. Therefore, it should be supplemented by shows of films and films-trips relating to youth work in other areas, or in other countries, study of literature, group discussions, and one-act plays and other media of social education so that the prospective members and the volunteer leaders may fully understand the implications of the programme. This more intensive orientation should extend over a period of 10 to 15 working days depending on how many meetings can be held.

5th Step : *Training Camp—*

6. The next step should be to collect prospective members and the potential volunteer leaders in a training camp lasting about a week in order to initiate them in the programme and

explain the technical aspects of the various individual, group or community projects they may later undertake.

6th Step : *Survey and Selection of Projects—*

7. As part of the training course, which will be more like a seminar than a class, a preliminary survey on the following general points as well as selection of projects should be undertaken :

(*a*) Is there youth organization in any form ?

(*b*) How many members, or, if no club exists, how many are interested as potential members ?

(*c*) What age distribution ? How many in age group 12—25 ? (This should be age spread during first year.)

(*d*) How many are in school : how many non-school ? How many literate ; how many illiterate ?

(*e*) What are the characteristics of the village ?

(1) The quality of land.

(2) The standard crops.

(3) Quality and type of live-stock.

(4) General tone of life :

Attitude and response of cultivators.
Relatively prosperous ; fair ; poor ?

(5) Labour supply : Are youth fully employed at early age ; under-employed : unemployed ? How much leisure ? How used ?

(6) Is there a school ? If not, how near and what kind ?

How many attend school ?
How many do not, and do not plan to ?

(7) How will youth clubs fit into the general community development scheme ?

(8) Is there a meeting place ?

(9) Does village have any improvement works ? Sanitation ? Dispensary ? Tube-wells and covered cement or brick wells ? *Shramdan* work ? Community Centre ? Others ?

(10) Is there interest in agricultural improvement ? Have better practices been introduced ? Which ?

(11) Is there a co-operative ? What kind ?

(12) Is there any work for women's improvement ?

The above and similar questions all have a bearing on how, when, and for what purposes youth clubs can usefully function.

They also relate to the basic question upon which youth clubs can be started on practical projects as well as cultural, social and recreational activities such as :

What does the village need ?

1. *More and better vegetables of such as are now grown?*

   New vegetables not now grown but cultivable and useful ?
   Kitchen gardens ? Nursery beds ?

2. *Better live stock ?*

   By improved breeding ?
   By improved care ?
   By additional types of animals ?
   Bee-keeping ? Poultry, where feasible ?

3. *Tree Plantation ?*

   More productive trees ?
   Additional tree acreage ?
   New types of productive trees, shrubs, bushes ?
   Mulberry, for example ?

4. *Handicraft and cottage industry ?*

   What crafts now practised ?
   Is there a market for these and others ?
   Are standards good ?
   Are they profitable ?
   What chance for expansion and improvement ?
   Are necessary facilities available : who pays; for what ?

Examples for Appraising Proposed Projects

Vegetable growing—

1. Is typical or adequate soil available for the individual project : for kitchen gardens : for a group garden ?

2. Can high-grade, improved, tested and approved seed be had ? Where ? At a price the members can afford ? Who pays ? Can seed be had at a nominal cost, the balance subsidized by the Project ? Can arrangements be made for members to pay after the crops, in cash or kind ? If surplus beyond family needs result, is there a market ? Seed must be there and on time.

3. What does the soil need ? Are the fertilizers available ? Who pays ? How much ? How ?

4. Is irrigation, where needed, readily accessible ? How much labour ? Is it practical ?

Live-stock care—

1. Is the animal an improved type, healthy, and worth care to begin with ?

2. On what terms with parent does youth work with it ?

3. Is proper feed available ? Who pays for it ?

4. Whose is it when the animal is grown ?

Similar questions apply to all projects.

Community Service Programmes—

1. Is there a "*Kirtan Mandali*" in the village ? Can *Prabhat Pheries* be organized ?

2. *Bhajan Mandalis* ? Village Musicians ? "*Alha*" or "*Dhola*" parties ?

3. Are there any places of worship ?

4. Are any cultural fairs held ? Ramlila, etc. ?

5. Is there a common meeting place ? Community Centre ? *Panchayatghar* ? School ?

6. What festivals are popular ? Dasehra ? Diwali ? Ram Naumi ? Krishna Janmashtami ? Holi ? Id festival ? Guru Nanak Birthday ? Gandhi Jayanti ? X'mas ?

7. How are these festivals celebrated ? What improvement can be introduced ?

8. To what extent do Harijans take part in festivals ?

7th Step : *Location of Permanent Club Members and Volunteer Leaders—*

8. Some of the persons coming forward as a result of superficial enthusiasm will drop out during one of the preceding stages and it will be easier definitely to locate the permanent club

members with more than momentary interest. It will also be possible at this stage to judge the villagers who can fill the important role of volunteer leaders effectively.

For further details on procedure, consult Chapter V on the qualities, duties, selection and training of local volunteer leaders.

8th Step : *First Preliminary Meeting—*

9. At this stage a preliminary meeting of the following may be convened :

(1) Prospective club members.

(2) Parents.

(3) Local volunteer leaders.

(4) Members of official or semi-official agencies, such as Extension Teachers, Primary School Teachers and Panchayat Secretaries, G. L. Ws. and V. L. Ws.

At this meeting the objectives, principles and methods of village youth work will be thoroughly explained and the formation of a youth club suggested. The comments, questions and opinions of those present should be invited, and the motion or proposal to organize a club should be made by a villager

9th Step : *Formation of the Club—*

10. The formation of the club itself will come soon after the general meeting, perhaps best after a few informal meetings with potential members.

During this preparatory period, demonstrations and explanations on how to conduct meetings, responsibilities of officers and members, and on the formulation of simple, basic rules should be given. During this phase of initiation into the organization, the youth worker and the volunteer youth leader will also explain what is meant by project work : individual projects ; group projects ; community projects. Use examples of the kind of projects which will be practical, beneficial and profitable in their particular village. Make a list of such projects : for individual undertaking ; for small group undertaking ; for larger group undertaking ; and for the whole club.

Check up if the necessary supplies, funds, technical skill and other essentials are available. Ask them to think about and discuss with their parents what they would like to undertake.

10th Step : *Subsequent Meetings—*

11. Early subsequent meetings should be held after they have had a chance to think things over and to discuss the matter with their parents, as they should be told to do, and have decided on choice of projects :

(*a*) One or more local leaders should be present at each meeting. Care should be taken that they do not take over and dominate the meetings, but act only as sympathetic and friendly advisers.

(*b*) So far as possible, these early meetings should be attended also by the other development workers such as V. L. W. and/or the Extension Teacher and the Field Teacher, P. E. O., B. D. O., A. D. O. (Social Education) and other G. L. Ws.

(*c*) Meanwhile, at the appropriate time when potential members are sufficiently oriented, the volunteer youth leader and the youth worker will help the boys in the formation of the group into a club. Officers will be elected, rules and regulations adopted, and club procedures agreed upon.

(*d*) Meetings will be conducted along democratic lines. Records or minutes of each meeting will be kept by the elected Secretary. For draft Constitution and the notes thereon please refer to the next chapter.

11th Step : *Formal Election of Office-bearers—*

13. It is difficult to fix a specific time in the foregoing procedure for the formal election of office-bearers. No democratic set-up can do without elections. At the same time, premature elections may do more harm than good by creating party factions or by election of office-bearers without full appreciation of their duties and responsibilities. The youth workers and the volunteer leaders should carefully determine the time when formal elections should be held and the manner in which they should be conducted so as to give the club members real training in rudiments of democratic procedure.

12th Step : *Selection of Local Volunteer Leaders—*

14. The formal selection (or election) of such local volunteer leaders as have shown interest in and promise of effective service to the club during the procedure outlined in the steps above should take place at about the same time as the election of officers in 11th step.

CHAPTER IV

CONSTITUTION AND CEREMONIALS

The foregoing three chapters deal with the general principles underlying the purpose, objectives, scope, technique and programme of the Rural Youth Organization. This chapter deals with the constitution and activities of the youth club. A draft constitution, which may be adopted by a club, with suitable modifications in the light of the local conditions, is given in Appendix "B". The following explanatory notes on each article are given by way of clarifying such points as are not already covered in the preceding chapters.

Name

2. There is much in the name in this programme. The name should be simple, significant and catch the imagination of the public, workers and youth members. The term "4-H Club" or "Young Farmers Club" does not have an equivalent in Hindi that will catch the imagination of the people. Besides, there is no point in copying a name. We have, therefore, to find a significant and forceful name in our language. The Agricultural Institute, Allahabad, has designated the organization as "Kamal Dal"—(क) standing for *kar* (hand), (म) for *mana* (mind) and (ल) for *lochan* (eyes). The term "Kamal" or lotus has a traditional and cultural association also. It does not, however, seem to be quite appropriate. The name adopted in PEPSU is "Naujawan Kisan". It seems to be a literal translation of Young Farmers Club and is not very appropriate either. The names adopted in Ballia, Etawah and Gonda are "Sewadal", "Navyuvak Mandal" and "Mangalam" respectively. "Sewadal" does not denote the meaning and purpose of this work. "Navyuvak Mandal" does signify youth organization, yet is not so catching. Besides, the membership of the organization is not to be restricted to senior and junior boys only, but will also extend to girls and young women. Separate names for these various wings such as, "Yuvak Dal" (Senior Boys' Club), "Bal Dal" (Junior Boys' Club), "Mahila Dal" (Senior Girls' or Women's Club), "Kanya Dal" (Junior Girls' Club) should be adopted. "Mangal Dal" is suggested as a common name applicable to all these wings. The term "Mangal Dal" denotes welfare and its connotation is wide enough to include educational and recreational aspects.

Membership

3. As indicated earlier, the members of the club will be divided into "Junior" and "Senior" wings for boys and girls. They may be named as "Yuvak Dal", "Bal Dal", "Mahila Dal" and "Kanya Dal". In the initial stages, however, it is suggested that this age distinction be ignored and work be confined to boys only. No distinction should be made between literates and illiterates.

School-going and non-school-going Members

4. Literacy is not the *sine qua non* for club programmes and projects. These are practical and aim primarily at learning by doing. It must, however, be recognized that there is some difference between the literate and non-literate (school-going and non-school-going) members and this difference must be taken into account in project and club work. But the difference between them should not be exaggerated. It is not as great, usually, as one might conclude on first thought.

5. It is a mistake to equate literacy and intelligence. The illiterate is not necessarily stupid ; he may merely lack opportunity. Nor is the literate by that sign necessarily brighter ; he has only the added advantage of better learning tools. The tools for learning which literacy affords are very important, but they are not the only ones. This is a fact which literate people often forget.

6. The rural youth club should promote the unity of village youth. To make sharp distinctions within the club between those who can and those who cannot read, or any other distinctions, will defeat one of the chief purposes of village youth work. Such distinctions are largely artificial ; and where they exist it is the purpose of club work to erase them. The members of the youth clubs will be provided full facilities for literacy as part of our social education programme and it is hoped that they will all become literates within one year from the date of joining the club.

Pledge

7. The pledge suggested for club use, formulated on advices from various sources, follows :

मैं प्रतिज्ञा करता हूं कि मैं एक सच्चा, स्वस्थ, साहसी, सुयोग्य और सदाचारी मनुष्य बनूंगा । समाज सेवा, स्वावलम्बन और सहकारिता मेरे जीवन के आधार होंगे और मैं संयम, शिक्षा और संगठन द्वारा जन-सेवा के योग्य बनूंगा ।

In the above pledge it will be seen that the emphasis is on truth, social service, self-reliance and co-operation. These are

fundamental in purpose to youth work. It also emphasizes the various objectives of the club and is in keeping with our cultural tradition.

Emblem and Flag

8. An appropriate emblem and flag, used by all clubs, are important factors in individual and group morale and *espirit de corps* and should be carefully selected. The Institute Project Advisory Committee for Youth Work suggested the emblem shown here This emblem represents three ideals for which Rural Youth Organization stands :

(1) *Wheat*—for rural prosperity.

(2) *Lotus*—for cultural heritage and national aspirations.

(3) *Sun*—for energy.

Mottoes and Slogans

9. Mottoes and slogans occupy an important place in the technique of youth work on account of their psychological appeal to youths. Each club should develop its own mottoes and slogans. Some are suggested below :

Mottoes

(1) To make the best better;

(2) To beat our own best record.

Slogans

(1) To win without bragging, and to lose without squealing;

(2) To learn to do by doing;

(3) To plan your work, and work your plan;

(4) To be a willing follower or a worthy leader in my turn;

(5) To be your own best exhibit;

(6) Keep your head when you win and your heart when you lose;

(7) Brighten the corner where you are;

(8) United we stand and divided we fall;

(9) आराम हराम है;

(10) परहित सरिस धरम नहिं भाई;

(11) संघे शक्ति कलौ युगे;

(12) देश की दौलत—नव जवान;

(13) नव जवान—आगे बढ़, आगे बढ़ ।

Ceremonials—A Significant Feature of youth Club Programmes

10. Ceremonials serve a useful purpose in high-lighting the ideals of Mangal Dal activities with dignity and creating a closer bond among club members. When young people join a club, an initiation ceremony should take place. This emphasizes the ideals of the club programme and the responsibility to be assumed by members.

An Achievement-day meeting is the crowning event of the club year. It emphasizes the importance of work well done ; affords a splendid means of giving recognition to club members and those who have aided club programmes ; provides an opportunity to extend the influence of the demonstrations conducted and obtain endorsement by prominent people.

11. A model of an initiation ceremony is given below. The ceremony is most appropriate at time of enrolment :

Office-bearers (President, Vice-President, Secretary, Treasurer, Project Leader, Assistant Project Leader) are seated facing the door. Guide ushers in the prospective member.

President—"You are about to become a member of the Mangal Dal. Will you please tell the office-bearers whether you are earnest in becoming a member ? Have you sought the approval of your parents and selected a Project ?

Candidate—"I have".

Vice-President—"Before becoming a member you should become acquainted with the organization and purposes of the 'Mangal Dal'." (Reads objectives as given under Article II, Appendix B.)

Secretary—"Our emblem represents three ideals for which Mangal Dal stands—

(i) *Wheat*—for rural prosperity.

(ii) *Lotus*—for cultural heritage and national aspirations.

(iii) *Sun*—For energy.

Our motto is "सत्यम् शिवम् सुन्दरम्"

Our slogans are (reads slogans as given previously).

Our Pledge—"I pledge on my honour that I shall grow into a truthful, healthy, courageous, skilled and capable man of character. I shall base my life on self-reliance,

co-operation and service to the community, and I shall render myself fit for community service through self-control, self-education and discipline. So help me God."

President—"You are now familiar with the purposes of Mangal Dal work, the extent of the organization, the Dal emblem and what it symbolizes, the motto and the membership pledge. Are you willing to try to live up to these ideals of the Mangal Dal organization ?"

Candidate—"I am".

President—"Do you now wish to become a member of the Mangal Dal" ?

Candidate—"I do".

President—"In becoming a member of our 'Dal' we expect you to attend our meetings regularly, take an active part in our programme, complete your project work, make an exhibit and help other members of the 'Dal' who may be in need of such help. As you sign the membership register please think of the responsibilities that you are assuming."

(Candidate signs Secretary's Book.)

President—"Please repeat the 'Mangal Dal' Pledge after me."
(Candidate repeats the pledge.)

President—"You are now a member of.................. (name of club) 'Mangal Dal'. We welcome you into its membership. May you ever do your full part in carrying out the 'Mangal Dal' Programme. May you be faithful in helping to carry on your own 'Dal' Work as a part of the general extension programme of your community in partnership with your parents and neighbours, and in living up to its high ideals to the end that you will be among the distinguished number who are working for a better home, a better Nation and a better World."

(Mangal Dal Song.)

नव निर्माण करो !
ओ धरती के पूत, धरणि को स्वर्ग समान करो ! !
अपने श्रम अपने साधन से
अपने तन मन धन जीवन से,
गांवों की जर्जर काया में, नूतन प्राण भरो ! नव---!
ओ धरती के पूत,
धरणि को स्वर्ग समान करो ! !

CHAPTER V

TRAINING OF MEMBERS, YOUTH WORKERS AND LOCAL VOLUNTEER LEADERS

The vital importance of training to the club members, volunteer leaders, extension workers and the instructors for the expansion of the youth movement cannot be over-emphasized. This is the most important limiting factor and the success of the programme will vary in direct proportion to the success of the training programme. The important aspects of training consist of—

(1) Job training through practical field work in an area, where the work is already going on.

(2) Sight-seeing in areas where work has been going on.

(3) Class-work at training camps in the form of group-discussion, key-point lessons and other literature. Use of films, filmstrips, charts, books and other audio-visual aids.

(4) Seminars and conferences of the works and volunteer leaders in the same area, or at a central place for more than one area.

2. Work was started in districts Ballia and Etawah without this training as there was no area where training could be imparted. This handicap was overcome through close supervision and guidance by the specialist staff, limiting operation to only six villages and preliminary orientation. The future expansion of the programme should, however, be preceded by rigorous and thorough training of personnel to keep pace with the growing demand for it.

Training of Club Members

3. Before organizing a club in any new area, the prospective club members and their volunteer leaders, should be taken out for sight-seeing in Etawah, Ballia and other areas where the work may be in progress. They should also be supplied with the necessary literature and the objectives and the methods of working of these clubs should be explained through films, filmstrips, charts and other audio-visual aids available through the Institute. If

possible, a training camp for about a week should be held to acquaint them with the organization and the methods of club work and key-point lessons in the technical aspects of projects they are going to undertake. Two such camps were organized in Etawah and Ballia in October, 1954. Similar training camps were organized in districts Lucknow, Gorakhpur, Saharanpur and Naini Tal as a prelude to the introduction of this programme. The experimental work under the auspices of the Planning Research and Action Institute is being carried out only in these five districts. The programme may, however, expand under the auspices of the Education and other departments in other districts on the lines indicated in the chapter on Organizational Pattern. It is suggested that this procedure be adopted wherever the work is undertaken. Institute consultants are prepared to assist in initiating such work [*see* Appendix C(2)].

Training of Volunteer Leaders

4. In the initial stages, the training of the volunteer leaders will be similar to that of prospective club members. The volunteer youth leaders should be closely associated with this work in their areas. After the projects have been in operation for a few months and these volunteer leaders have acquired an insight into the programme, they may be called for an intensive training course lasting about 10 days. The volunteer leaders are the backbone of the whole organisation and, therefore, they should be thoroughly trained not only in the methods and working of the Mangal Dal Organization, but also in the technical "know how" of the various agricultural and other projects. Being practical farmers, it will not be difficult for the volunteer leaders to acquire the necessary skill. Because of its importance more detailed discussions of this subject can be found in the next chapter.

Training of Staff

5. Job training and class-work at a training camp will occupy the most prominent place in the training of the field staff, such as the Village Level Workers, Field Teachers, Extension Teachers, P. R. D. workers and A. D. O. (Social Education). Sight-seeing and the use of audio-visual aids will, however, be quite as important as in the case of club members and volunteer youth leaders. To train the large army of workers that we shall need will be a Herculean task. The first one month training camp was held at Bakshi-ka-Talab from November 20 to December 22, 1954. The total number of trainees was 48 drawn mainly from

districts Etawah, Lallia, Gorakhpur, Lucknow and Saharanpur, as detailed below :

(1) Extension Guides and Teachers	..	12
(2) A.D.Os. (Social Education) ..	..	3
(3) Field and Adult Teachers ..	..	13
(4) Village Level Workers ..	..	19
(5) Zone Worker	..	1
Total	..	48

Besides these eight Co-operative Supervisors from Etawah also attended the camp for a period of eight days.

6. The results of this training, uneven and varied as they were, in the first step toward expansion of the movement in Gorakhpur, Lucknow and Saharanpur were sufficiently encouraging to prove the value of the syllabus and method used. Changes and adaptations would naturally have to be made in terms of our experience and the varying types of trainees brought into future camps. By now, owing largely to the growing awareness of youth work possibilities brought about through constant consultation, correspondence and contacts, all concerned operational agencies were ready to depute workers for training at such centres. Meanwhile too, it had become clear that the first step towards integration of the work on a permanent basis into the operational agencies must be the establishment of sound training programme for potential youth workers. A beginning had to be made along the lines followed at Bakshi-ka-Talab, but with emphasis upon the training of trainers who in turn could carry on as youth workers and as instructors of other youth workers at the training centres for Extension Teachers, V. L. Ws., P. R. D. workers and A.D.Os. (Social Education). A relatively small but well trained cadre of representative men from each of these agencies to serve as instructors at the respective personnel training centre would, under careful guidance, make the radiation of the youth programme on a sound basis possible by bringing to bear upon it all talent and resources available in the agencies operating at the village level. The Institute accordingly recommended that intensive training in youth work be made a part of the curriculum of all development personnel training centres, this course to be not less than one-sixth, including time for field work, of each such training period. In the first instance, the training should be conducted in collaboration with P. R. A. I. specialists. Youth work should also be made a part of all refresher courses and in service training for development personnel already on the job.

7. While there were a few men sufficiently informed on the subject of youth work and who had proved their ability in the field the number of those who could help in training was small. To develop a sufficient number of men to serve on the staffs of the 24 training and Extention Project centres, the eight Extension Teachers' Training Centres and P. R. D. camps, the Institute proposed that selected staff members from each such centres be brought to a21-day camp for intensive study and practice under the guidance of Institute specialists. This proposal was adopted by the Institute's Advisory Committee on Special Extension Work with Younger Age Groups and in April, 1955, the course was conducted at Sissendi for 32 trainees, including Assistant Development Officers (Social Education), Field Teachers, V. L. Ws. and District Organizers and Zone Workers of P. R. D.

As a result of discussions with the State Education Department the Institute organized a special ten days' training camp at Lakhana (Etawah) in January, 1956, for 36 selected Extension Teachers/Guides belonging to the nine districts of the Allahabad Region. Another camp for 45 Extension Teachers undergoing an in-service course at Ballia was organized at Ratanpura (Ballia) in March, 1956. A similar camp was held for 150 Extension Teachers at Pratapgarh in the second half of May, 1956. The Extension Guides of the Re-orientation Office, Allahabad, who were trained at Bakshi-ka-Talab, carried out the radiation programme at the five other Extension Teacher's Training Centres in the State. The effectiveness of the aforesaid training camps in the expansion of the programme was well fairly proved. Consequently the training of youth workers of various operational agencies and youth leaders has become the major responsibility of the Institute.

8. Using the first edition of this "Guide" as a text and the syllabus used at Bakshi-ka-Talab as the pattern, the group discussion and seminar method of instruction was effectively employed. This was possible because the trainees were of relatively higher academic level and all had had considerable field experience, some of them in youth work. This method provides excellent opportunity for cross-fertilization of ideas and development of originality in thinking. Teachers and Group leaders are urged to use it in every teaching and learning situation (*see* Appendix E).

9. Since the Sissendi, Bakshi-ka-Talab and Lakhana camps the trainees have gone to their respective areas and organized rural youth clubs. A brief course of training was also given to trainees at Dohrighat in Azamgarh District.

Co-ordinated Approach

10. As in the case of actual field operations, co-ordination between the Extension set-up, the Training Branch of the Education Department and the P. R. D. has been achieved in the development of training programmes. The youth work programmes as demonstrated in the pilot project areas had been accepted by those responsible for the Education Extension, Community Development and N. E. S. and P. R. D. as a potentially effective media for the work they were undertaking at the village level. Accordingly, responsible representatives of these agencies were helpful in the development and application of the syllabus of youth work training. This syllabus has now been integrated into the course given at P. R. D., A. D. O. (S. E.), V. L. W., and all Extension Teachers training centres. On the basis of experience gained in the field the Institute with the help of operational agencies has prepared a seven-day syllabus Appendix "C" (3) for youth leaders.

CHAPTER VI

THE LOCAL VOLUNTEER YOUTH LEADER

The Need for Local Leaders

The success of rural youth organizations, as well as that of all other phases of the Community Development Programme, depends in the final analysis upon local leadership. It is manifestly impossible to have a Village Level Worker, much less an Official youth work specialist, in every village. Nor would it be desirable, since one of the chief aims of the Community Development Programme is precisely to develop the people and popular leaders in the villages. The enduring success and worth of the entire programme depends upon the continuous interest and response of the people under enlightened local volunteer leadership.

The Problem of Finding Local Leaders

2. A major problem in connexion with the promotion of village youth work, as was true of all village development activities, is the almost complete lack of such local leaders. Before we achieved our independence as a Nation, leadership of the kind now so needful was not encouraged. As a matter of fact, it was generally repressed. Programmes affecting villagers were not planned with the participation of villagers and their leaders.

3. All that is now changed. We are committed to the building of a democratic state in which all programmes are planned and executed for and with the people. In the new India, the role of village leaders preparing the people to take up new ideas and responsibilities is of vital importance. For this new India with new approaches to its problems and new programmes for their solution, new leadership must be developed from the broad stratum of the people.

4. The training of new leaders for new fields of activity presents some advantages. We can start with a clean slate, as it were. Ignorance can be improved with knowledge. Prejudice, mistaken attitudes and old habits are hard to reshape or replace. To retain is harder than to train anew.

5. Since rural youth organization work has been accepted as an integral part of the Community Development Programme, high priority will be given to the training of local volunteer youth leaders. This Chapter has been prepared to serve as a guide for such training.

Definition

6. By Local Volunteer Youth Leader is meant a villager who by reason of character, intelligence and qualities of leadership, is selected to advise and guide rural youth clubs on planning and carrying out individual members and group activities.

Qualities

7. (*a*) The good Local Volunteer Youth Leader is a promising or outstanding man of the community, sufficiently interested in young people to give freely of his time and energy towards their development into good cultivators and citizens.

(*b*) He should preferably be an active successful cultivator, though the village school master might well serve as one of the volunteer youth leaders, particularly in cultural and recreational activities, and a village craftsman to assist on handicrafts and trades.

(*c*) He should be receptive to new ideas, willing and able to learn.

(*d*) He should know how to work with young people, as individuals and in groups. In doing this, he should be able to transcend caste, class and factional differences, and gain co-operation from all members for their mutual advantage.

(*e*) He should be sufficiently literate to read elementary manuals and simple instructions.

Duties of the Local Volunteer Youth Leader

8. In order to better prepare him for the work he voluntarily undertakes to do for the youth of his village, the broader duties of the Local Volunteer Youth Leader are described as follows :

(*a*) He should study thoroughly to understand the aims and objectives of rural youth club work, how to organize a club and how meetings are democratically conducted by the members.

(*b*) He should learn how to initiate individual and group projects and how to conduct demonstrations for the guidance of members in their project work.

(*c*) He attends the regular club meetings as an observer and adviser, encouraging democratic procedure, record keeping, leadership and self-expression in club members.

(*d*) He maintains established liaison with appropriate community development staff members, school teachers, and agricultural extension workers for expert counsel and assistance and to make his needs known. He is the local contact for such staff members and officials, and they should never forget that he is doing their work for them free of charge.

(*e*) He keeps his fellow villagers, especially parents of members, informed of youth club activities, explaining the purpose of club work and reporting results. He maintains friendly relationship with other village leaders, the *Panchayat* Secretary and members of the *Panchayat* in order to gain their co-operation whenever required.

(*f*) He assists individual members in the selection of projects taking into consideration all the factors involved in the usefulness and practicability of the undertaking. This requires knowledge of the youth, his background, interests and present as well as potential capabilities. It requires also the consent and co-operation of the youth's parents.

(*g*) He advises the club on group projects and on cultural, social and recreational activities. His purpose should be to integrate the club and its activities into the life of the community, never missing an opportunity to make the youth as a group constructively useful.

(*h*) He assists the club in recruiting new members and in initiating them into club work. He will consider all youth who are now or who will become of eligible age as potential members. The club is not exclusive, nor a closed corporation. The club stands ready to share its work and ideals with all youth. This includes the Harijan boys who generally have the special problems of the less privileged and landless. Special attention will be required on suitable project work for these boys so that they too will have opportunity to develop into productive citizens.

APPENDIX "D"

LITERATURE FOR YOUTH CLUBS PUBLISHED BY THE PLANNING RESEARCH AND ACTION INSTITUTE

1. Guide to Rural Youth Organization.
2. Gram Yuvak Sangathan Ki Roop Rekha.
4. Yuvak Geet Mala (Hindi).
5. Yuvak Gyan-mala booklets—One Anna Series (Hindi),

   (1) Tamatar.
   (2) Baigan.
   (3) Makka.
   (4) Berseem.
   (5) Gehun.
   (6) Aloo.
   (7) Matar.
   (8) Bhindi.
   (9) Papita.
   (10) Payaz.
   (11) Pat Gobhi.
   (12) Per Lagao.
   (13) Gulab-ka-Bachhara.
   (14) Bhoomi-ka-Bachau.
   (15) Murghi Palan.
   (16) Prathmic Chikitsa.
   (17) As-Pas-ki-Safai.
   (18) Jadu-ki-Bansi (playlets).
   (19) Vir Abhimanyu (Playlet).
   (20) Phool Gobhi.
   (21) Hamara Bhojan.
   (22) Chana.
   (23) Bakri Palan.
   (24) Kapas.

5. Varshik Lekha Pustak, Yuvak Mangal Dal (Hindi).
6. Samanaya Gyan.
7. Gram Yuvak Karya Kram ki jhankiyan.
8. Yuvak Mangal Dal ke Padadhikari.
9. Gramin Yuvak Manoranjan.
10. Yuvak Mangal Dal Main Sabha Vigyan.

APPENDIX "E"

TRAINING THROUGH GROUP DISCUSSION TECHNIQUE

The training of youth workers has already been described in Chapter V. The Institute team has recently conducted some training camps especially for the Extension Teachers of the State Education Department and the method of group discussion adopted was generally found useful.

1. An outline of the method to be followed is indicated below :

2. *Training Site*—The camp Director, who should be a trained Youth Worker, should at first decide on a suitable training site. "I doubt, what I hear ; I believe what I see" is an old adage. The training camp should, therefore, be held at a place where youth work is already under way. The trainees will be required to visit actively functioning clubs to gain practical experience and to learn at first hand how club work is really organized.

3. *Duration of Training*—Initial preparation—A ten-day training camp including intensive theoretical and practical courses should normally be considered sufficient. The Camp Director should, therefore, prepare the plan well in hand and issue necessary directions to the trainees regarding place and time. Trainees should be asked to bring with them the necessary camp equipment. It will also be helpful if they can bring their own bicycles to facilitate quick movement for practical work in villages.

It is desirable that the Camp Director takes with him some audio-visual aids, a few selected books and some musical instruments. The latter come in handy for imparting training in cultural activities.

4. *Daily Time-table*—The following is suggested by way of a daily routine :

Morning Sessions—

5.30 to 6.30	Rise.
6.30 to 7.00	Prayer and P. T.
7.00 to 9.00	Breakfast and self-study.
9.00 to 12.00	Lectures and group discussions.

Afternoon Session—

12.00 to 2.00	Break for lunch.
2.00 to 3.00	Self-study.
3.00 to 6.00	Practical work in village.

Evening Session—

6.00 to 7.00	Dinner.
7.30 to 9.00	Film shows, cultural activities, group discussions or night halts.

5. *The Discussion Technique*—This time-table can be modified according to the exigencies of the situtation and group games for trainees may also be included. The topics for discussions have been listed in Appendix "C". The Camp Director and his associates will not only deliver lectures, but pose questions to the trainees so that they may find so utions on the basis on their own observa-

tions and experience in the field. For the first two days it would be necessary to give an outline of rural youth work according to the following key points :

1. Youth organization—need and purpose.
2. For what age groups ?
3. The meaning of individual and group projects.
4. Youth clubs open to students and non-students alike.
5. Maintenance of individual record and its importance.
6. How to plan youth work with the help of local village leaders and project committees.
7. Importance of group activities like games, social service by batches, participation in cultural programmes, meetings, kisan melas, etc.
8. The emblem, flag, motto, pledge, in respect of youth clubs.
9. Finances and equipment for clubs.
10. Local volunteer leader and his importance.
11. Competitions, exhibitions, etc.

Having thus indicated the broad outline of rural youth work the trainees be divided into five or six batches under a group leader each and they will go to the selected villages for practical work. Each day one or two topics should be assigned to the groups so that they may sit together and discuss and on the basis of these discussions the group leader will prepare a report. In this manner about half a dozen reports will be available which will be put before the full gathering of trainees for thorough discussion. Some of the topics for discussions could be as follows :

1. Incentive and awards for clubs members.
2. Suggestions for group games.
3. Suggestions for titles for club literature including newspapers or periodicals for the reading room.
4. How to enlist the co-operation of guardians ?
5. How can youth work be built up into a departmental programme for say, Education and P.R.D.
6. How to enlist the co-operation of school teachers and Panchaya. workers.
7. How to initiate a youth club step by step ?
8. The selection and training of the voluntary youth leader.
9. Club meetings, when and how often ?
10. What records should be maintained ?
11. Suggestions for a simple individual record form.
12. Club centre and how to make it attractive ?
13. Types of projects and how to decide them according to local conditions.
14. Suggestions for slogans, club songs, titles of simple one-act plays, etc.

The list of topics will show that the trainees will have to do a lot of thinking so as to be able to participate in the group discussions. This method is based on co-operation between the Camp Director who works as a group leader and the

trainees. The subject is introduced by the leader who will either read his report or give his views to the group orally. Thereafter discussion follows and the concrete results flowing from these discussions will be carefully recorded for future action. It has been found from experience that this method leads to some concrete results and stimulates individual thinking and is, therefore, to be preferred to formal lecturing.

PROJECT ADVISORY COMMITTEE ON SPECIAL EXTENSION WORK WITH YOUNGER AGE GROUP

1. Additional Development Commissioner, U. P., Lucknow.
2. Director, Panchayat Raj, U. P., Lucknow.
3. Director of Social Welfare, U. P., Lucknow.
4. Director, Planning Research and Action Institute, U. P., Lucknow.
5. Director of Education, U. P., Lucknow.
6. Deputy Development Commissioner (Training), U. P., Lucknow.
7. Commandant, P.R.D., U.P., Lucknow.
8. Additional Director, Animal Husbandry, U. P., Lucknow.
9. A representative of Bharat Sewak Samaj, Royal Hotel, Lucknow.
10. Sri A. K. Karan Bhai, Sanchalak, Gandhi Ashram, Sewapuri (Varanasi)
11. Sri L. P. Bharadwaj, Lecturer, Colvin Taluqdars' College, Lucknow.
12. Up Nideshika, Samaj Kalyan, U. P., Lucknow.
13. Deputy Director, Planning Research and Action Institute, U. P., Lucknow.
14. Principal, Gram Sewak Training Centre, Bakshi-ka-Talab, Lucknow.
15. Principal, Orientation and Study Centre, Bakshi-ka-Talab, Lucknow.
16. Assistant Development Commissioner (Social Education), U. P., Lucknow.
17. Rural Life Analyst, PRAI.
18. Project Executive Officer, Ajitmal (Etawah).
19. Principal, People's College, Haldwani (Naini Tal).
20. Members of the Extension Section, Planning Research & Action Institute, U. P., Lucknow.
21. Senior Associate (Extension), Planning Research & Action Institute, U. P., Lucknow. .. .. *Convener.*

PSUP—A.P. 25 Genl. (Plan)—1962, 10,000

(*i*) As a member of the Youth Advisory Committee, he will, with other local volunteer youth leaders, advise and assist in the planning and sponsorship of joint club activities, such as inter-village competition, meetings, contests, fairs, demonstrations and sight-seeing tours.

Selection of Local Volunteer Youth Leaders

9. The standard for the selection of local volunteer youth leaders will be how the qualities of the candidates match the duties of club leadership. The desirable qualities and the general duties are outlined above. The first guide to spotting the potential leader is the response of these qualities in him to the challenge of the duties when they are made clear to him.

10. Great care must be taken in the final selection, however. The Volunteer leader is not an official employee and he cannot be officially discharged. Mistaken judgment is hard to revoke. Bad selection can have bad results. Efforts to correct such mistakes may cause ill-feeling in the village. Inferior selection exposes the youth organization programme to criticism which may make it impossible or ineffective in the village. It is best to be right the first time.

11. Involvement in the factional differences and disputes of the village will generally disqualify a man for effective youth club leadership. Whatever other qualifications he may possess, factional leadership will not serve the best interests of the youth club. Such clubs are not intended to serve special interests ; not that of the leader, nor of a faction group. In selection all taint for favouritism should be avoided, except to favour the best man for the job.

12. Definite decisions on the selection of local volunteer youth leaders should not be made in the initial stages of club organization. The V. L. W. and/or the Extension Teacher will lead the movement through the trial and error period, say, through the first four or five meetings and the first decisions on projects. As he gains experience in the work this period will become comparatively short. Along with this, he will recruit local talent to assist him as is pointed out in another part of this bulletin. It is during this period that the desirable type of leader will gravitate towards assuming voluntary responsibility by natural attraction for the work.

13. Where more adults come forward freely offering their services than are needed by the club, tact and discrimination will

have to be used in selecting those preferred. Assuming that all have adequate qualifications, a system of division of labour or rotation might be a practical and wise solution.

14. Generally, it may be anticipated, however, that competent leaders will have to be sought and sold on the idea of voluntary services. In such cases, the staff member will have to employ all the skill he has learnt for finding and developing local leaders for other community development activities. His own faith in and enthusiasm for youth work will help him to sell the programme to the entire village and duties of leadership to the right villager.

15. Since it is essential that the volunteer youth leader be acceptable to the club members, they should have a voice in his selection. By tactful guidance, the members may be led to accept as their local club leader an outstanding person selected by the staff member. This will probably prove the most practical procedure in the early stages of rural youth work. As club work develops and the members understand the functions of the volunteer youth leader and the required qualification, they themselves might vote for their own leader.

Method of Selection

16. Leaders may be selected in different ways, viz.,

(1) Clubs may select or elect.
(2) Adult organization may designate.
(3) Parents may suggest.
(4) Extension agents may recommend.
(5) Volunteer to lead.

Perhaps a combination of two or more of these will prove to be the best method.

Development and Training of Local Volunteer Leaders

17. Leaders are born, not made. An outstanding individual is often described as "a born leader". The same can be said of gifted teachers, scientists, scholars and artists. It is true that the qualities which make for real leadership are inborn, but without exposure to opportunity and being nurtured by recognition study, practice and experience they would not mature to fruition.

18. Qualities desired in volunteer youth leaders should wherever found in the villages, be exposed to the duties of youth

leadership under guidance of competent staff members, officials and teachers. That is the first essential step in their training. Local volunteer youth leaders too must "learn to do by doing". If they have the making of leaders in them, they will respond to the challenge.

19. In general, each youth club will have more than one local volunteer leader, particulary if the club has a large membership with divergent interest. One leader might, because of his primary interest and skill, specialize on plant cultivation, another on livestock and still another on culture and recreation. The most experienced or versatile of them might be designated the Senior Leader or Club Leader and he would be the chief contact on club work in the village for the staff members. The others, each specializing in some particular field of activity, might be called project leaders. Thus, one would be the Vegetable Project Leader, another the Group Sanitation Project Leader and still another the Livestock Project Leader. This avoids over-loading any one person and affords a way for recognizing special talents.

20. Standards and procedures for the selection of local volunteer youth leaders are discussed in another part of this book, but it should be emphasized again here that, by whatever method chosen, such leaders should not be sought until the tasks to be done are clearly understood and explained. This will invite leadership into the open. As a general rule, it might be well for appropriate staff members to do some preliminary work on youth club organization in the village. Discussions will take place, problems will come up, questions will be asked, solutions and answers will be presented. It is in situations such as this that leadership emerges and rural youth programme desires exactly the kind of leaders who rise to the occasion when the challenge of worthy accomplishment is offered.

21. Responsibility for the training of selected local volunteer leaders will rest primarily on the A. D. O. and/or Extension Teacher. The official, however, has available to him the support and co-operation of all necessary talent on the Community Development staff in N. E. S. and of school teachers. He should bring all this talent to bear upon the special problems and situations which local volunteer leaders will encounter. Thus, if the A. D. O. or Extension Teacher is not equipped to advise or demonstrate on a specific subject, he will find someone who can. His ability to do this and the response of the specialists whose help he requests will be the test of whether or not rural youth work has really been integrated with the entire Community Development and rural school programme.

22. The first and hardest task is to teach the local volunteer leader *to see what is he looking at*. The whole process of education is basically one of ever-increasing awareness. As this applies to local volunteer leaders, it means that they must be trained to be aware of the problems and situations in the villages, and of the desirability and possibility of improvement, especially as such improvement can be achieved through work with young people. For example, the average local volunteer leader has spent all or most of his life in the village looking at untrained puddles, open ground-flush wells and untidy, dung-littered lanes. Yet, because he may be uninformed about proper sanitation practices and their meaning for the health and well-being of the villagers, he may never have *seen* them. He does not possess the knowledge which brings awareness. So also, he does not see the inferior livestock all around him until he has seen, i.e., become aware of, what livestock can be like. The same can be said of looking at and not seeing all the others shortcomings of village agricultural and community life which the Community Development Programme seeks to correct.

23. This is not a matter of blame in the potential local volunteer leader. It is a hard fact of life which fortunately can be remedied. And the remedy is training. The volunteer leader must first be trained to see, to become aware of, what can be done in and for the village through the medium of youth. The blind cannot lead the blind. The seeing can train others to see.

24. Villagers who have shown unusual response to improvement ideas are likely to be the best youth leader candidates and the most apt trainees for such leadership.

25. The local volunteer leaders should know what he is getting into by voluntarily assuming responsibility for club or project leadership. The aims and objectives, the procedure and methods, and all other aspects of rural youth clubs as outlined in this book should be thoroughly explained to him. His own position in the scheme of things, with its responsibilities and opportunities for service should be emphasized.

26. The A. D. O. or whoever else is assigned responsibility for the training of local volunteer leaders, should then carefully explain each of the duties as outlined above. If done properly, this will require several sessions. Wherever feasible, the demonstration method should be employed. As a club is being organized and during the period when its programme of activities is taking shape, the staff member will take a very direct part which can be

made a demonstration to the new local volunteer leader on how to carry on. Use should be made of posters, flannel-graphs and audio-visual aids whenever possible. This will serve as training in the use of visual aids to dramatize projects not only to th youth, but to all villagers. For example, much useful information about soak-pits, health, co-operation, literacy and all the other things which make for a more abundant life can be given in serious drama or the fun and laughter of a puppet-play. The latent skills for such activities can be found in the villages, but it takes leadership to develop and use them to good purpose.

27. Much of the training referred to here can effectively be done in group or seminar sessions. The training officer might hold a series of such sessions with new or potential local volunteer club and project leaders at a convenient meeting place. This will serve as a time and energy saver as well as afford all the benefits of group discussion. By this method the talent of the staff can be more economically employed. However, individual guidance and attention to the local volunteer leader at work in hi s own community should not be neglected.

28. Whenever possible, and as soon as possible, the staff member will turn over the club work to the new local volunteer leader. Step by step, as items are demonstrated or explained to him, he will be learning by doing. So far as possible, explanations and demonstrations to the club and club members should be entrusted to the local volunteer leaders from the start. They should be given every opportunity to function. Here the staff member must use his own discretion, but in any case the volunteer youth leader works under his guidance. In the early stages, this is direct, amounting in effect to close supervision. The better this is done at the start the less time it will require later.

29. Since so much of the local volunteer youth leader work will consist of planning, the subject of planning will have high priority in his training. Here the training officer can teach best by example. He must himself be a careful planner. His lessons, lectures and demonstrations must be well-planned and thought out. The volunteer leader must be shown the value of and how to plan with young people, as individuals and as a group. Each project must be carefully selected and thoughtfully planned. All club activities should serve a conscious purpose in terms of the individual members, their homes, their personal needs and capacities, the club and its aims and the community and its future. This takes planning of a kind the youth leader should know how to do and young people should learn. In the training

of the volunteer youth leader special attention should be given to planning with the less privileged and landless. The Harijan boys constitute a vast resource of potential service for India. Much thought must be given to plans for Harijans training in dignified and rewarding occupations. This is one of the most urgent needs in the villages.

30. The volunteer youth leader should be the man to whom club members go with their peoject problems. He should have the answers or know where to get them. He should be familiarized with the practical manuals on all subjects relating to project work and taught how to interpret them to young people and how to translate them into action. He should be acquainted with the resources of talent and facilities of the community development set-up, the N. E. S. Block and the Reoriented Junior High School upon which he can draw for help he needs. Such talent and facilities should be readily available for the training and servicing of club and project leaders and should be ungrudgingly furnished.

31. Joint meetings of the volunteer youth leaders from a number of villages held once every three months for purposes of discussion, exchange of ideas and experiences, and to get acquainted professionally and socially, are excellent media for informal training. These get-togethers should be planned to the extent that each session will have a central theme. These might well be of an operational nature such as : "How often should the club meet ? ; "Should parents be regularly invited or only for special occasions/events ?" ; "What age grouping seems best ?" ; "What types of projects are best for the younger members or for the older members ?" Such joint meetings will give each volunteer youth leader an opportunity to discuss and demonstrate projects in which he has been notably successful. In this way self-improvement and mutual improvement will be encouraged. The meetings can also be the occasion for planning joint-club activities.

32. Visits by the volunteer youth leader to other village clubs to see how things are done there can be made a useful device in training. It will tend also to establish inter-village relationship and advance the essential solidarity of villages in the area.

Promotion of Cultural Life

33. It has been repeatedly emphasized that rural youth club work will be largely directed towards practical, economic

projects. All club activities, however, in order to be meaningful and successful must rest upon the solid base of India's cultural traditions and the villagers' religious institutions. The spiritual values inherited from India's long past must be brought to bear upon all efforts to shape its future.

In order to promote and rejuvenate cultural life, great attention should be paid to cultural activities as an integral part of youth club work. This important phase of club life should be made to relate to its project work and give sanction to its secular activities. Frequent gatherings of *bhajan mandalis and kirtan* parties should be organized and *prabhat pheries* conducted. At such functions suitable *bhajans* should be sung and recitations made. *Alha* recitals during rainy seasons, recitations from the *Ramayan* during Dasehra week, songs on the holy Ganga on the occasion of Kartik Ganga Ashnan Fair are illustrations to show how a particular season or occasion should be related to community singing. Simple one-act and shadow plays based on the epics of *Ramayan* and *Mahabharat* can be undertaken. Festivals such as Diwali, Holi, Id, Muharram, birthdays of Guru Nakak, Raidas, Mahatma Gandhi and Janmashtami should be celebrated in a planned manner. Such occasions can be turned to good advantage in promoting better social and community life. The volunteer youth leader will need the advice and guidance of village elders, local teachers and the social education teacher to build well-rounded social, educational, cultural and recreational programmes into the village youth club project structure.

Short-time Training Camps

34. Such camps for youth workers including local volunteer leaders have been discussed in Chapter V.

Incentive and Reward for Local Volunteer Youth Leader

35. As the term implies, the local volunteer youth leader works without thought of monetary reward. He is the vital link in the extension of services by the community development staff, the N. E. S. and the Extension Teacher to the people of the village, in this instance through contact with youth. He cannot be dealt with as an employee. Staff members have no authority over him, only the privilege of working with him. His reward will consist largely of proper appreciation for the time and work he freely gives. Such appreciation can be shown by—

(*a*) Personal visits by staff officials.

(*b*) Personal letters commenting on work and commending accomplishments.

(*c*) Publicity in local newspapers.

(*d*) Documenting in pictures and reports work in which the leader assisted.

(*e*) Giving opportunities of specialized training and sight-seeing.

(*f*) Giving opportunities for serving on higher committees and organizations.

(*g*) An annual recognition service at which certificates or symbols for meritorious service can be presented.

The extra training he receives through his youth work can be put to productive personal use. The local volunteer youth leader will also be rewarded by such satisfaction as he derives from personal growth through leadership experience.

36. Budgetary provision should be made to reimburse leaders for out of pocket expense incurred in attending official meetings outside of their own villages.

37. His greatest reward will be the satisfaction of knowing that he is helping to build a better future for his Village, his State and his Nation.

CHAPTER VII

ROLE OF OPERATIONAL AGENCIES

After the Action Research has produced some significant result and the same have been tested in representative areas, the next step is taken to extend them to larger areas. It is advisible to involve agencies which are engaged in similar work in rural areas for extension. The working of the Pilot Projects on Youth work in selected areas after sometime necessitated that suitable agencies should be found out for extending the programme. Naturally, the choice fell on Extension Teachers of Education Department, Assistant Development Officers (Social Education-cum-Panchayat), Village Level Workers and Prantiya Rakshak Dal workers of the Planning Department and District Organizers of the Social Welfare Department. The Extension Teachers and Extension Guides of the Education Department working in the reoriented rural schools of Uttar Pradesh and other enthusiastic teachers duly trained by a Peripatetic Team appointed for the purpose have been assigned the task of organizing the rural youth clubs. The A.D.Os. (SE-cum Panchayat), V.L.Ws. and P.R.D. workers have taken up the work in their own spheres. District Organizers of Social Welfare Department are helping with their own resources in sharing the new enterprize. Panchayat Secretaries are offering their help in matters of acquiring land and money from the Gram Panchayats for initiating and building rural youth clubs. Besides the above official agencies, a few voluntary agencies such as Bharat Sewak Samaj, Bharat Scouts and Guides, Young Farmers' Association, etc., have also been associated with the programme.

A brief account of the working of the operational agencies both official and voluntary in relation to the rural youth organization may prove helpful to those interested in the programme.

Education department of the State Government runs youth clubs mainly with the help of Extension Teachers who are trained hands in agriculture.

The three thousand Extension teachers of the reoriented Rural Schools of Uttar Pradesh are charged with the responsibility of transforming the present schools into real community centres of learning. These schools have to disseminate new ideas, knowledge, skills and practices among the rural people. Batches of other teachers drawn from the Junior High Schools and Primary Schools

specially trained by the Peripatetic Teams have also formed clubs in their own areas. The total number of clubs started by the Extension teachers and those trained by the Peripatetic Teams in the State stands at about 2,500. Thus it may be seen that some of the Extension teachers have not yet started youth clubs.

The programme of the youth clubs of the Education department is patterned on the lines evolved by the Planning Research and Action Institute. The upper age limit of the club members in schools has been relatively smaller since most of them are school going youth. Special rallies for youth club members are organized at the district, regional and State levels with the co-ordinated efforts of the P.R.A.I. and other operational agencies.

In the Planning department the Assistant Development Officer (S.E.-cum-Panchayat) co-ordinates the programme at the block level. Village level workers look after the youth club programmes in their own circles. A few clubs are organized round each Gram Sewak Training Centre with the help of the trainees and the members of the teaching staff. On the occasions of the Vikas Melas club members are given opportunities to display their own exhibits and performances.

The scheme of Karm-Vir Competition initiated in the year 1960-61 by the State Planning Department has activised the club. The Karm-Vir competitions are held in all aspects of the club programme at the village and the block level. Every youth club in the State is being given a chance to participate in the competitions and make its own appraisal. The best feature of these competitions is that for winning the Karm-Vir Flag collective efforts of the club members are stimulated.

The State Prantiya Rakshak Dal has been assigned Rural Youth Organization as a major responsibility. The Block Organizers at the block level and the District Organizers at the district level look after this programme. The Administrative Commandant, P.R.D., is also the Director of Youth Programme in the State. Assisted by an Assistant Commandant (Youth) at the headquarters, the Director receives quarterly progress reports from all over the State for scrutiny and analysis. The latest compilation report indicates that the number of youth clubs in the State stands at 17,000 with a total membership of 2,50,000.

Yuvak Mangal Dal Rallies are a regular annual feature of the P.R.D. programme. Each year club members in the form of district teams assemble at the P.R.D. headquarters and rally

round. This again gives an opportunity to the Intstitute and other operational agencies to work together for making the rally a success.

The departments of Social Welfare and the Panchayat Raj are helping in the execution of the programme with their own resources. Under the Panchayat Raj organization each Gaon Panchayat has a Welfare Samiti to promote rural youth clubs. The club members can be co-opted on the Samiti to form an active link between the two.

Among the voluntary agencies, the Young Farmers' Association India, has been associated with this Institute since 1957. The Y.F.A. India, organizes training camps for youth leaders and youth organisers and undertakes studies of problems relating to youth. An Inter-State Training Camp was organized by the P.R.A.I. in collaboration with the Y.F.A. in the year 1958. In the annual conventions of the Young Farmers' Association, India, the Institute has been invariably participating.

The Bharat Sewak Samaj and Bharat Scouts and Guides have also been helping in carrying out the rural youth programme. The former gives suitable grants for training youth leaders for half a dozen camps. Two of these grants were utilized in works camps for ravine reclamation in the village Gohani Kalan (Etawah). The latter has been helping in organising youth camps and also by serving on the State Youth Advisory Committee. Efforts are being made to involve the voluntary agencies more actively and to search out new ones.

A few International agencies have sent batches of youth from their country to the Pilot areas. The club members stayed with the rural families and studied the programme of Rural youth organization.

During all these years the programme of Action Research on Rural Youth Organization has been under experimentation, a great attention has been paid to develop Youth leadership for taking up the charge of youth clubs.

Though the youth programme has been in operation for the last eight years only yet new leadership has been visible here and there in the clubs. It is hoped a better youth leadership would emerge after some of the existing club members have gone out of the club age group. When the new leadership fully develops it will enable the club members to shoulder their increasing responsibilities with confidence.

Soon after the operational agencies had joined executing the programme of Rural Youth Organisation, the Planning Research and Action Institute was faced with a stupendous task, the task of training workers for each Department and of building a liaison with the aforesaid agencies so as to knit them together and lead them on uniform lines. This has been done very carefully and not without facing many odds and ends. Slowly the difficulties started diminishing after the outline of co-ordination among operational agencies took a crystallized shape in a State Seminar on Rural Youth Programme sponsored by the P.R.A.I. in November, 1958.

For building a close co-ordination among the operational agencies the appointment of Youth Advisory Committees at various levels has been found to be necessary. This is further necessitated by the latest trend of democratic decentralization which ultimately aims at linking the rural youth programme to the Panchayat organisation at different levels developing youth programme mainly through Voluntary organizations.

CHAPTER VIII

TRAINING IN CO-OPERATIVES

Any programme for the preparation of rural youth for life would not be complete without provision for instructions and training in the principles of co-operation. In a country where holdings are small and are likely to be further fragmented after each generation, small-scale farming has to be so re-organised as to provide proper subsistance to the villagers. For doing so Co-operatives shall have to pay a vital role by providing necessary services to them and helping them in farming operations.

In the general programme of Rural Youth Clubs, members should be exposed to ideas of co-operation. Talks, films, sight-seeing tours, crop-campaigns, Van-Mahotsava, Shramdan drives, etc., would instil in them some thing of the co-operative spirit; but this might not be enough. To train the youth for a collective and co-operative way of life, it would be best to give the club members a fair share of the responsibility for arranging and implementing group projects. Preparing a club centre, putting up an exhibition, raising a club nursery or orchard, running consumers' co-operative stores, putting up a project on cottage industry, building a youth foundation, staging a drama, arranging a display of physical and recreational activities are some of the real situations where the co-operative spirit of the club members is roused and encouraged. In fact, the entire programme of rural youth clubs should be planned in such a manner that there is increasing scope for collective participation and co-operation. Once this spirit is inculcated, it would be easier to have projects on co-operative farming and other co-operative ventures initiated and accomplished.

Method

Since it is a basic aim of co-operative education to develop good leaders and good followers it would be well at the outset to give the club members a fair share of the responsibility for arranging and implementing the programme. Not only would this give them training in organization, but it will make them feel that the programme is theirs—a very necessary condition if it is to have their support and interest. A Standing Committee on Co-operative Education should, therefore, be provided for in the club's bye-laws.

Standing Committee on Co-operative Education

The committee may be composed of three or more club members elected annually in general meeting, one Volunteer Leader and one Village Level Worker and/or the Co-operative Supervisor. The committee should elect its own chairman and secretary.

The committee will be required to—

(1) draw up a programme of co-operative education for the club for the ensuing year;

(2) present the programme to the general meeting of the club for discussion and approval by the members;

(3) arrange for the implementation of the programme. This includes inviting co-operative speakers, booking co-operative films, selling or circulating co-operative literature, arranging for judges in connexion with co-operative contests, arranging for co-operative displays at fairs;

(4) report, through the chairman at each general meeting of the club. The report should include a review of the activities of the committee since the previous meeting and an announcement, or reminder, of the activities coming up;

(5) explore the possibilities of a co-operative action project for the club, and if an action project is feasible arrange a series of study sessions for the members so that the project may have the full and intelligent support of all.

Content

Generally speaking, the committee should use all available facilities and popular techniques for group education. When drawing up the programme, they should keep in mind that their job is to arrange for the club members to learn about co-operatives and how to practise co-operation. They should arrange for special co-operative speakers, arrange for the production of a co-operative play, and arrange for the showing of a co-operative film. The content of the programme for each club will be determined largely by local conditions and facilities available. The following programme is, therefore, presented merely as a working guide.

Suggested Co-operative Educational Programme for Club Members.

1st Month—

(*a*) Co-operative Rally.

(*b*) Talk by prominent co-operator.

(*c*) Film on co-operation.

(*d*) Discussion.

2nd Month—

Two fortnightly Study Sessions on "Principles of Co-operation".

3rd Month—

Inter-club "Quiz" contest on co-operation. (Co-operation Education Committees of five or six clubs in one neighbourhood to arrange for the contest jointly).

4th Month—

(*a*) Co-operative Play—(Players to be selected from members at large).

(*b*) Committee members and winners of "Quiz" contest go on sight-seeing tour of prominent co-operative centre.

5th Month—

(*a*) Co-operative film with discussion period.

(*b*) Report of sight seeing group.

6th Month—

Special general meeting of members to discuss Co-operative Action Project on basis of recommendations of Co-operative Education Committee. Meeting to include talk by prominent co-operator.

7th Month—

(*a*) Four Weekly Study Sessions on Action Project.

(*b*) General meeting at the end of month for formal adoption of project—election of office bearers, and other organizational business.

8th Month—

(*a*) Official inauguration ceremoney of the Action Project.

(*b*) Meeting of the club to receive and discuss first month's operations of the Project.

(Thereafter the officers of the project will be responsible for meetings and other affairs of the project).

9th Month—

Inter-club public speaking contest—Topic: "What co-operation can do for my village."

10th Month—

Co-operative Play.

11th Month—

Eassy writing contest (may be conducted on an inter-club basis). Suggested topic : "Farmers must co-operate."

12th Month—

Annual Co-operative Rally (Preferably inter-club). Attended by local officials and co-operative leaders in the area; display illustrating co-operative, educational activities of the club; presentation of prizes to contest winners; short skit on co-operation and other appropriate cultural activities.

(1) Procure and distribute co-operative literature to members.

(2) Write up co-operative column for the club's wall newspaper.

(3) Procure co-operative posters and display them in club meeting place, school and other public places.

(4) Encourage members to write short articles for provincial periodical of the clubs.

(5) Provide liaison with other clubs in area for purpose of arranging inter-club co-operative activities.

(6) Raise subscriptions from the public and particularly from co-operative organizations, to meet the expense of co-operative activities—contest prizes, sight seeing tours, etc.

Suggestions for Action Projects

(1) *Co-operative Consumers Store (Buying Club)*—Through operating a consumers store the club members can learn the advantages to be gained from co-operative buying. In addition, a number of the members can get valuable experience in management, merchandising and book-keeping.

The limited extent of the operations of the store, and the ages of most of the members would hardly justify formal registration under the Co-operative Societies Act. Also due to the legal limitations on juniors in entering into business contracts, the store may obtain its supplies through the local Co-operative Union at cost, or from a private merchant upon guarantee of interested local adult Co-operators. The local Co-operative Union and other co-operative organizations should, in fact encourage and assist youth clubs in all co-operative activities which they might undertake.

The store should start on a very modest scale—even to the extent of stocking only one or two commodities. The purpose of the store is primarily to demonstrate the principles of co-operative action. Simplicity of operation is, therefore, called for in the early stages at least.

Procedure—Before the store commences operations, the club members should undergo a period of study on the Rochdale Principles of consumer co-operation. Thereafter the Standing Committee on Co-operative Education should draw up bye-laws for the action project.

An Organizational meeting may then be held to consider the bye-laws and have them adopted with or without amendment. Election of a Board of Directors, President, Vice-President and office-bearers would also be an important feature of the organizational meeting. Soon after the store may open for business and this should be made a gala occasion. Co-operative leaders in the community may be invited to take part in the opening ceremony.

Thrift and Loan Club—The club should operate as far as possible under the regulations governing, registered credit societies. Great emphasis should, however, be placed on the savings, or thrift aspect. As with the buying club, described above, the members should undergo a period of study before operations begin. The members should study the first credit

societies in Germany, the credit movement in Quebec, Canada, and successful societies in India. The local co-operative organization should assist the club by lending to it one rupee for every rupee saved by the club members. Borrowing should, of course, be for productive and educational purposes such as to enable members to buy seeds, implements, fertilizers and to go on sight-seeing trips, buy school books and other educational supplies.

The democratic aspect of the organisation should be emphasised and diligently practised. The main purpose of the club is to train young people to be thrifty, productive, self-disciplined and wise in the ways of co-operative action.

CHAPTER IX

Finances, Equipment and Supplies

As a rule, a project should be self-paying and should not involve any large-scale expenditure. Almost any project can be made to show spectacular results, if usual facilities and finances are provided; but such projects will have no long-range radiating value for want of being repeatable or reproduceable under ordinary circumstances. Therefore, the funds, facilities and supplies should be kept within reasonable limits. Each member should be provided, as far as possible at his own cost, the necessary supplies such as literature and technical and other aids for his project including seeds, fertilizers and small implements. Care should be taken that the materials are practical and useful and that the cost is not beyond the capacity of the individual members or of the club to bear. In some instances, special arrangements for grants, loans and subsidies have to be made for poor landless and Harijan boys.

2. There is an acute paucity of suitable literature dealing with project subject-matter for use by club members. The Institute in collaboration with the various departments and private publishers, has undertaken the work of publishing a one-anna series of booklets on various subjects written in simple and interesting style. A list of the booklets published is given in Appendix "D".

3. Other supplies and equipment can be easily acquired through the co-operative unions. It is important that during the experimental pilot stage of the rural youth organization programme, the youth workers, in consultation with project staff, advisory council, teachers, local volunteer leaders and other appropriate people determine the facilities and supplies needed for effective club and project work, and how the cost will be financed.

4. Answers must be found for such questions as—

How much can club members pay?
To what extent can parents contribute?
Can a village subsidy be had?
Will well-to-do cultivators contribute?
How much can the Project budget pay or advance?

For capital supplies, can the club or individual members be given small loans to be repaid after crop in cash or kind?

5. The answer to these and similar questions will vary from community to community, but there will be enough similarity so that a pattern of policy and procedure can be developed. This must be done through practical operations in the field and will require care in record-keeping and diary accounts by the Youth Leader in order to evolve proper practices.

6. The field workers should be well-equipped with literature and other aids. A list of the basic items and the sources from which they can be obtained is given below :

I—The 4-H Movement in Japan, by D. Y. Takahara, Secretary General, Japan 4-H Association, to be published by the Institute.

II—Guide Posts for Local 4-H Leaders, published by the Department of Public Services, General Mills, Minneapolis, Minnesota, U.S.A.

III—4-H Club work in the United State of America prepared by the National 4-H Club Foundation of America and distributed by the United States Information Service.

IV—Organization of 4-H Club Work, published by the U. S. Department of Agriculture.

V—Folk schools and Social Education in Denmark, by H. K. Sharma and V. P. Singh, 155 pages, Publisher: Anand Book Depot, 360 Colonelganj, Allahabad.

VI—The 4-H Handbook (A Guide for Club Leaders), by H. A. Willman, published by Comstock Publisher Associates, Division of Cornell University Press, Ithaca, New York, U. S. A.

VII—The 4-H Story—A History of Club Work in U. S. A., by F. M. Reck, published by the National Committee on Boys and Girls Club Works, Chicago, and Iowa State Press, Armes, Iowa.

VIII—Co-operative Extension Work in U.S.A., by L. C., Kelsey and C.C. Hearne, published by Comstock Publisher Associates, Division of Cornell University Press, Ithaca, New York, U. S. A.

IX—Living Democracy in Denmark, by Peter Manniche, published by G. E. C., Gad Publisher Copenhagen.

X—Guide to Rural Youth Organization—Based on a Pilot Project—Published by the Planning Research and Action Intsitute of Lucknow and other Institute publications as given in Appendix "D".

(1) Copies of the above literature are available at P.R.A.I library and can be borrowed by members, field organization and operational agencies.

(2) Charts and posters available from Indian Council of Agricultural Research, Ministry of Agriculture, Delhi.

(3) Filmstrip Projector with an adequate supply of filmstrip available from Social Educational Branch, Development Commissioner's Office, Lucknow, U.P.

Lists of book and film titles as they are acquired by the Institute will be sent to field workers from time to time.

Financing of Club Equipment and Expenses

Besides seed, manure fertilizer and other supplies required for project work, discussed above, money will also be required for other items such as emblems, badges, banners, uniforms, prizes and awards, club-library, sports equipment, training camps, and sight seeing tours.

In general, the guiding principle should be that individual members and the club as a whole finance their own needs and so manage their affairs that all projects and activities be self-supporting. This applies specially to emblems, badges, uniforms, project literature in the one-anna series and other items for personal use or adornment.

It may be argued that clubs can function without such things as emblems, badges, banners and uniforms, but the *esprit de corps*, neatness, discipline and pride engendered by them will be too much to arouse and maintain interest in effective club life. In many instances these items can be inexpensively made in the village. If a uniform is adopted, it might consist of a short, shirt, scarf and cap. It may be assumed that in most cases the members' parents will be willing to pay for simple uniform and a small emblem or badge. In other cases the *Panchayat, the Gaon Sabha*, or the local co-operative might be approached for a contribution.

The cost of things of group concern such as prizes and awards, club library, sports equipment and sight-seeing tours will generally be too great for participating members to bear individually. In such instances, a subsidy of up to 50 per cent of the cost by the

Community Project, N. E. S., or Zila Parishad budget is suggested. The remaining cost should be borne by the club and/or the *Gaon Sabha* of the village.

When clubs have once been firmly established, they may find ways of raising money for group purposes by putting on special cultural and recreational entertainments, charging a small admission fee from the audience; or a fund could be built up in the club treasury by payments received from the *Gaon Sabha* for special community services rendered by the club. This last, incidentally might be a good way for the *Gaon Sabha* to make its contribution to the club, not as a gift but as a reward.

The approximate cost of items for club use estimated on the basis of a membership of 20 youths and a 50 per cent subsidy from outside sources is given below :

Item	Total cost	Contribution from Community project, N.E.S. Block. *Gaon Sabha*, etc.
	Rs. nP.	Rs. nP.
1. Economic Project ..	50.00	25.00
2. Prizes and awards.. ..	25.00	12.50
3. Club library	25.00	12.50
4. Games—Cultural and Recreational activities.	25.00	12.50
5. Sight-seeing tours ..	75.00	37.50
Total ..	200.00	100.00

The cost of training camps for club members would, perhaps, be wholly subsidized by one or a combination of the above named agencies. Again, on the basis of 20 members per club, the cost would vary from Rs. 150 to Rs. 200 for a seven day training period.

CHAPTER X

ORGANIZATIONAL PATTERN AND RELATIONSHIP WITH THE DEPARTMENTAL SET-UP

During the first year, the experimental work was largely confined to two villages, Sherpur and Sonbarsa, in district Etawah and four villages, namely Sarai Bharati, Kharsara, Bhimhar and Chhichhor in district Ballia. The programme was extended during 1955-56 in a limited number of villages each in districts Lucknow, Saharanpur and Gorakhpur. The reason for starting the work in a few villages only was to list the programme in a few other areas. In the Second Five Year Plan the target was fixed at 13,500 clubs for the whole of the State. The target was nearly achieved. The plan and the time schedule for the expansion of this programme have been worked out and it is intended to increase the number of clubs to 50,000 by the end of the Third Five Year Plan. The organizational pattern at all these levels is being evolved in the light of practical experience. At this stage, a few basic principles and a tentative pattern can be suggested.

The criteria for the Administrative set-up

2. (1) The Youth Organization should be based on voluntary leadership from the villages.

(2) It should be directly linked to other village organizations, such as the *Gaon Sabha* and should work under their patronage and support.

(3) In the initial stages, to a very large extent, and subsequently, to a considerable extent, the paid staff will have to play a role in initiating, building, supervising and helping the youth-programme. This will be complementary to the voluntary leadership and the more voluntary leadership grows, the more initiative will pass on to it.

(4) There should be no duplication of personnel or much additional staff. It is neither necessary nor desirable, nor can we afford it. The existing staff and organization should be utilized for the youth programme with only the minimum necessary addition within the means of the State.

(5) The primary function of the paid staff will be to provide the necessary technical guidance in the various fields, such as, Agriculture, Animal Husbandry, working of village organizations, organization of clubs, camps, competitions, etc.

(6) As a corollary to the above, team approach, as distinct from individual approach, will be necessary. At the bottom, a dual or multi-purpose worker with complete territorial responsibility in a small area should serve as sole link between the technical services of various departments and the youth clubs; while at the *mandal*, block district zone and the State levels, team of subject-matter specialists with a co-ordinated programme will be necessary.

(7) The worker at the village level from whatever source he is drawn, will need intensive technical training to enable him to serve as an effective guide to the local volunteer leader and the club members in the planning and implementation of the various projects.

3. On the basis of these criteria, a very tentative pattern was suggested by way of working hypothesis for testing and trial.

Village Level

At the village level youth work will be organised under the supervision and guidance of the welfare Samities of the Gaon Panchayats. The Volunteer village leaders will comprise the backbone of the organization. They will be assisted by the Planning and Education set-up through the field staff, such as extension teachers and other selected teachers of the Primary and High Schools, Field Teachers and the Village Level Workers. The last category denotes the entire pooled staff, including the P.R.D. Zone Worker. The work of selecting, planning and implementing the individual and group projects and participation in the community life will call for such a degree of intimate and constant attention that it will not be possible until such time as village level workers have been adequately trained for any field work to look after more than two villages. This may take another year or so. Meanwhile weekly or bi-weekly visits to each project will be essential in order to provide the necessary technical guidance to the youths and their volunteer leaders. This work can be combined with other field work in the same area. The present V. L. W. Circle comprising, on an average, eight villages, is too large for a single worker so far as the youth programme is concerned. Therefore, each worker of the above-mentioned categories should be allotted two villages after the necessary training. The women welfare workers and the lady teachers may be entrusted with small areas likewise, as and when programme is extended to the field of home economics.

Block level

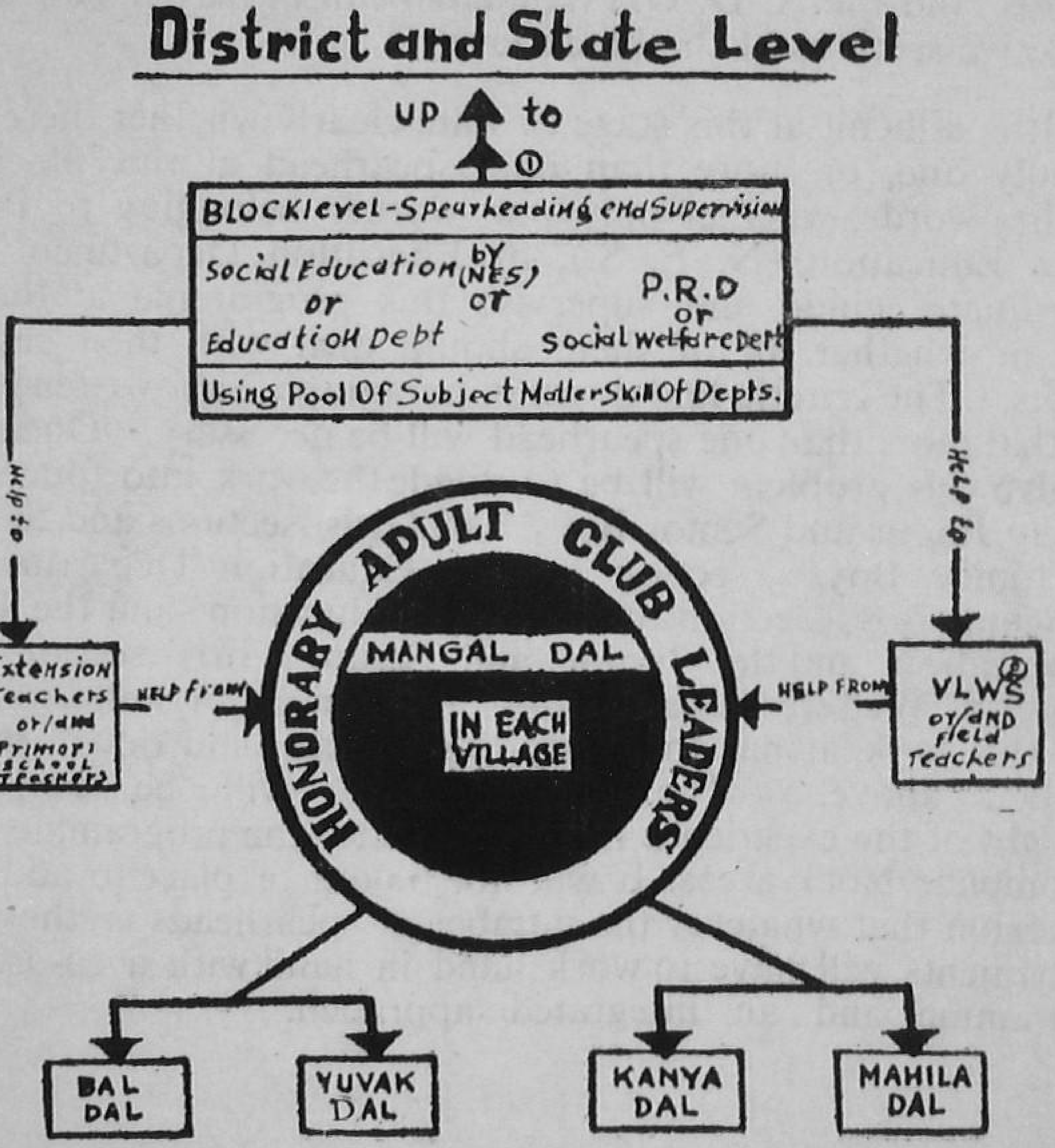
The welfare samiti of the Block Development Committee will be incharge of youth programme in the block area. At the block

level, specialist help and guidance by the A. D. O. Agriculture, Animal Husbandry, Social Education, Village Organisation and other technical branches is provided according to the nature of the projects undertaken. A. D. O. (Social Education-cum-Panchayat) should co-ordinate the programme at this level. Later on, when the organisation is divided between the Junior and the Senior wings and the Boys and Girls Sections B. O. (P. R. D.), the A.D.O. (Social Education-cum-Panchayat), Sub-Deputy Inspector of Schools, and the A. D. O. (Women Welfare) may look after their respective sections at the block level.

It is difficult at this stage to state clearly whether there should be only one, or more than one, spearhead at the Block level. In other words, whether only one worker belonging to P. R. D., Social Education (N. E. S.), or Education Department should co-ordinate, guide and supervise this programme at the block level or whether all of them should deal with their respective aspects. The criteria laid down in paragraph 2 above, tend to suggest that more than one spearhead will be necessary. One method to solve this problem will be to divide the work into four sectors, namely Junior and Senior Boys' and Girls' sections and to entrust the Junior Boys' section to the Education Department and the Senior Boys' section to the Social Education and the P. R.D. Organization and the Junior and Senior Girls' section to the Women's Welfare organization. Whatever organization takes over the work, it has to satisfy the criteria laid down in paragraph 2 above. The exact pattern will be evolved in the light of the experience in the field after the programme spreads to complete block areas. It will not be out of place to add in this connexion that whatever the number of spearheads is the various departments will have to work hand in hand with a co-ordinated programme and an integrated appraoch.

District and State]Level

The considerations discussed in the preceding paragraphs will equally apply to the pattern at the district and State levels. The various alternatives suggested above will be examined subsequently in the light of the actual experience in the field. In the meantime a State Youth Advisory Committee has been set up for effecting proper co-ordination.



1. The various alternatives are suggested here only for trial in the field and further examination. The exact pattern at the block, district and State levels will be worked out in the light of actual experience on further expansion of the programme.

2. This category includes—

(1) Zone Workers P. R. D.
(2) Panchayat Raj Secretary.
(3) Co-operative Supervisor.
(4) Assistant Agriculture Inspector.
(5) Cane Supervisor.
(6) Veterinary Stockman.

CHAPTER XI

RETROSPECT AND PROSPECT

The acceptance of the rural youth programme along the lines experimentally developed by the Institute has been gratifying and exceeds all expectations we had when the work was started in July 1954. The following table will show the progress of youth clubs in Uttar Pradesh :

Year	Number of clubs	Number of members
1954	7	105
1955	61	120
1956	591	8,865
1957	1,098	20,801
1958	1,406	25,308
1959	5,000	90,000
1960	9,000	1,24,000
1961	13,526	1,56,965

2. One reason for this may be the attitude of the Institute in approaching the problems and the methods pursued in finding practised, down-to-earth answers. The readymade pattern was improved. Rather, the pattern as far as possible, has evolved and is still evolving from studies of village situations, trials and tests of practice each step of the way, and conclusions based only on sound field experience. Even now, it is admitted that all conclusions and recommendations are not the last word or that the pattern for youth work is clear and final in every part. It may take several years for the youth movement to win its way solidly into the village way of life. Meanwhile, as it develops and grows, it will itself help to shape that way of life. That way it will earn the respect and place, we believe, it deserves.

3. The Institute does not pretend that the movement has been established, but feels confident that a good start has been made, a start which promises much for the future. Nor does the Institute claim exclusive credit for what has been so far achieved. Without the constant help and counsel of leaders and officials of the operational agencies concerned with all phases of village

development and improvement, this achievement would not have been possible. The institute, as any agency to serve as advisers on the planning and research needs of operational organizations, recognized its duty to keep in constant touch with those responsible for State wide activities.

4. To establish the liaison necessary for exchange of opinions, ideas and informations, committees were organized. Chief among these was the P. R. A. I. Advisory Committee made up of representatives of Government departments and non-officials organizations. This committee meets annually and advises on all Institute activities, including rural youth work. By reason of their official position, the members of the committee were able to give guidance on matters of policy. The meetings, personal contacts with members, regular correspondence and reports kept these officials informed of institute plans and progress, and helped to shape the plans so as to remain consistent with a part of overall Planning Development and Education Programmes.

5. The Project Advisory Committee on Special Extension Work with Younger Age Groups was especially helpful in such matters as the selection of pilot project areas, programmes to be undertaken, training facilities to be set up, the publication of literature and all other problems in connexion with pioneering the movement. The members represented the specialized agencies with the most pervasive and persistent village programmes, C.D., P.R.D., Social Welfare, Education and Extension Education. Meetings at regular intervals on call of the Director and regular correspondence, personal interviews and reports developed relationships not only with the Institute, but between the members themselves which resulted in mutual help and understanding. Thus, each learnt that his agency had a contribution to make the youth work and that it would serve as a medium to accomplish their missions in the villages. And as a step towards integration of the programme into permanent operation, the co-ordination of thinking stimulated by this committee is leading more and more towards co-ordinated actions in the field.

The Project Advisory Committee on special Extention Work with Younger Age Groups, naturally made its major contribution during the earlier stages of the pilot project. During the last six months or so, spcecialized subject-matter sub-committees have served the institute with skilled and technical advice on such matters as production and distribution of literature for use by youth workers, leaders, club-members and neoliterates; on audio-visual aids generally and the production of a documentary movie on youth clubs and filmstrips on practical projects for club matters.

Recently a new Committee known as State Youth Advisory Committee representing the official operational agencies and voluntary organisations has been formed to study and develop a programme for the expansion of the scheme in a co-ordinated manner at the Block, District and the State level. The Committee will face the problems and questions raised in the early part of this Chapter. This committee has further been assigned the task of developing a scheme of State administration and supervision for the Rural Youth Organisation.

The idea of democratic decentralization originally tried in the States of Rajasthan and Andhra Pradesh has gained much ground in Uttar Pradesh also during the past few months. It has been increasingly felt that better participation and support from people would be coming forth if they were given more responsibilities and powers. Rural Youth Organisation in Uttar Pradesh, as in any other State of India, looks forward to the day when youth leadership will be well developed to build voluntary organisations at different levels for making the entire scheme self-propelling.

APPENDIX "A"

RECORDS

Record-keeping is an essential part of youth club work. Each club member who can read and write has to keep individual record of the projects undertaken as he proceeds from one step to another. Besides, he should also be required to record other social, cultural and physical activities half-yearly and annually. With the help of these individual records, the club secretary or any other office-bearer will compile a consolidated record of the various activities of the whole club.

The following form is suggested for various types of record-keeping:

वार्षिक लेखा पुस्तक

युवक मंगल दल, उत्तर प्रदेश

नाम————————————————————

ग्राम————————————————————

आयु————————————————————

लेखा रखने की अवधि——————————————

व्यक्तिगत विवरण

१—सदस्य का नाम——————————————

२—आयु————————————————————

३—पेशा या धन्धा——————————————

४—ग्राम————————————डाकघर——————

जिला——————

५—क्या आप स्कूल में पढ़ते हैं ? कक्षा——————स्कूल——————

६—शिक्षा संबंधी योग्यता——————————————

७—पिता का नाम——————————उनका पेशा——————

८—युवक दल में सम्मिलित होने की तिथि——————————

कृषि योजना का विवरण

१—रबी की फसल

योजना क्रम-संख्या——————

१—योजना के अन्तर्गत क्या बोया गया ?——————

२—खेत का क्षेत्रफल——————

३—डाली गयी खाद का नाम——————

४—फसल पर हमला करने वाले कीड़े-मकोड़ों के नाम——————

५—फसल में लगी हुई बीमारियों के नाम——————

६—उपचार का व्यौरा——————

७—कितनी पैदावार हुई ?——————

८—योजना का आर्थिक हिसाब——

आय	व्यय
१—घर में प्रयोग की जाने वाली वस्तु का मूल्य विवरण सहित——————	१—बीज का मूल्य विवरण सहित ——————
२—बाजार में बिक कर आयी हुई वस्तु का मूल्य विवरण सहित——————	२—खाद का मूल्य विवरण सहित——————
३—कुल आय ——————	३—अन्य व्यय ——————
	४—कुल लागत जो लगी——————
	लाभ ——————
	हानि ——————

नोट—इस प्रकार खरीफ व जायद फसलों का विवरण रक्खा जाय ।

योजना विवरण-पशु पालन

१—योजना के अन्तर्गत लिया हुआ कार्य————————————

२—योजना लेने की तिथि————————————

३—पशु की आयु————————तथा उस समय मूल्य (अनुमान से)——

४—नस्ल ————————————

५—अन्य पौष्टिक पदार्थ जो दिये गये हों (नाम और मात्रा)————————

————————————————————

६—दवा-दारू ————————————

७—पशु के मूल्य में क्या वृद्धि हुई (अनुमान से)————————

————————————————————

८—यदि बेचा गया तो कितने मूल्य में————————————

अन्य कार्यों का विवरण

(क) सामाजिक सेवा—श्रमदान

दिनांक जिनमें कार्य किया गया	सामाजिक केन्द्र पर	स्कूल के लिये	ग्राम समाज के लिये	अन्य कोई कार्य

(ख) स्वास्थ्य

दिनांक जिनमें कार्य किया गया	डाक्टर द्वारा निरीक्षण	चेचक का टीका	हैजे का टीका	मलेरिया से बचने का उपाय	अन्य कोई कार्य

(ग) मनोरंजन संबंधी

दिनांक जिनमें कार्य किया गया	गायन	कविता पाठ	नाटक	खेल-कूद प्रतियोगिता में भाग	अन्य कोई कार्य

(घ) प्रदर्शन कैम्प आदि

दिनांक जिनमें कार्य किया गया	योजना सम्बन्धी प्रदर्शन	दृश्य दर्शन	शिविर निवास	शिक्षण शिविर प्रर्दाशनी तथा मेले में भाग	युवक दल का अन्य कोई कार्य

(ङ) अन्य उपयोगी कार्य

दिनांक जिनमें कार्य किया गया	प्रसिद्ध व्यक्तियों से भेंट	उपयोगी बाहरी पुस्तकों का पाठ आदि	अन्य कोई कार्य

(च) उद्योग-धन्धा सम्बन्धी कार्य जैसे दरी बुनना, मधुमक्खी पालन, रेशम के कीड़े पालना, टोकरी बनाना इत्यादि

दिनांक जिनमें कार्य किया गया	विवरण	आर्थिक लाभ

पूरे वर्ष के कार्य का विवरण

(युवक दल के प्रत्येक सदस्य को निम्नलिखित सूचना-पत्र भरकर उसकी एक प्रतिलिपि अधिकारियों के पास भेज देनी चाहिए)

वर्ष——————

१—नाम ——————आयु——————

ग्राम ——————डाकखाना——————

जिला——————

२—क्या तुम स्कूल में पढ़ते हो ?————कक्षा————स्कूल————

३—क्या तुम्हारे पिता कृषक हैं ?——————

यदि हैं, तो उनकी भूमि का क्षेत्रफल——————

४—गतवर्ष की कृषि योजनाओं का वर्णन——————

क्रम संख्या	योजना का नाम	जुताई, बुआई, खाद, आदि के संबंध में क्या सुधरे तरीके प्रयोग किये	यदि फस्ल में बीमारी हुई या कीड़े लगे, तो क्या उपचार किया गया	योजना की सफलता असफलता तथा आशा, आदि के विषय में
(१)				
(२)				
(३)				

५--पशु-पालन योजना का विवरण--

कौन पशु पाला गया	चारे, दाने, आदि के संबंध में क्या उन्नत तरीके प्रयोग में लाये गये	बीमारियों से बचाने या बीमार होने पर क्या उपचार किया गया	परिणाम

६--औद्योगिक कार्य-क्रम

क्रम-संख्या	क्या योजना ली गई	लागत	तैयार की हुई वस्तु का मूल्य	लाभ अथवा हानि

७—वर्ष में की हुई सामाजिक सेवा का वर्णन (मनोरंजन तथा सामाजिक स्थानों तथा ग्राम समाज के लिये की जाने वाली सेवाओं को सम्मिलित करते हुये) ——————————

८—स्वास्थ्य सुधार के लिये वर्ष में क्या किया गया ? ——————————

९—क्या आपने अपना डाक्टरी निरीक्षण कराया ? ——————————

१०—वर्ष में युवक दल की कितनी सभायें हुईं ? ——————————

११—तुम कितनी सभाओं में सम्मिलित हुए ? ——————————

१२—अन्य कार्य जिसमें भाग लिया हो (प्रदर्शनी, मेला, शिविर-निवास, प्रशिक्षण शिविर, आदि) ——

१३—यदि कोई पुरस्कार मिला हो तो उसका विवरण ——————————

१४—प्रसिद्ध व्यक्ति जिनसे वर्ष में मिले हो ——————————

१५—प्रसिद्ध पुस्तकें जो पढ़ी हों ? (१)——————(२)——————

(३)——————(४)——————

१६—यात्रा जो की हो——————————————————————

——————————————————————————————

१७—क्या तुमने युवक दल में किसी पद पर कार्य किया ?——————————

यदि हाँ तो किस पद पर——————————————————

१८—इस पृष्ठ पर दिये हुये खाली स्थान में युवक दल में रहते हुए अपने गत वर्षों के रोचक अनुभवों का संक्षेप में वर्णन करते हुये एक कहानी लिखिये——————————

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प्रमाण-पत्र

मैं प्रमाणित करता हूं कि युवक दल के सदस्य——————————————

——————————————ने अपनी योजनाओं के संबध में जो विवरण लिखा है, वह ठीक है।

....

युवक नेता के हस्ताक्षर   स्थानीय नेता के हस्ताक्षर

मंत्री द्वारा युवक दल के कार्य की रिपोर्ट

छः माही
———रिपोर्ट
वार्षिक ————————————————

————————————से लेकर ————————————तक

१—ग्राम का नाम————————————————

२—पदाधिकारियों के नाम : (१) सभापति————————
(२) उप-सभापति ————————
(३) मंत्री————————
(४) उपमंत्री————————

३—सदस्यों की संख्या ————————————————

४—कितनी सभायें हुई ?————————————————

५—भिन्न-भिन्न योजनाओं को लेने वाले सदस्यों की संख्या—

(१) कृषि————————————————
(२) पशु-पालन————————————————
(३) सब्जी उगाना————————————————
(४) अन्य योजनायें————————————————

६—कृषि योजनाओं में प्रयोग की गयी उन्नतिशील विधियों का विवरण—

————————————————————————

नाम योजना	उन्नतिशील बीज की किस्म	जुताई	बुआई	निराई

७—उपरोक्त योजनाओं में रासायनिक खादों के प्रयोग का विवरण—

————————————————————————

नाम योजना	खाद की किस्म	किस प्रकार डाली गई

८—बीमारी तथा कीड़े लग जाने पर फसल की रक्षा के लिये जो उपचार किया गया उसका विवरण—

योजना	रोग का नाम	उपचार

९—युवक दल द्वारा की गई सामाजिक सेवा का वर्णन—

१०—सदस्यों द्वारा किन प्रदर्शनियों, प्रतियोगिताओं, आदि में भाग लिया गया—

११—क्या पुरस्कार मिले ?—

१२—कौन-कौन प्रसिद्ध व्यक्ति दल को देखने आये—

१३—युवक दल के सदस्यों ने अपनी योजनाओं द्वारा कितना अन्न तथा तरकारी पैदा की ?

१४—उनसे पूरे वर्ष में क्या बचत हुई ?—

१५—अन्य योजनाओं द्वारा बचत—

१६—कुल बचत—

१७—स्थानीय नेता का प्रमाण-पत्र

प्रमाण-पत्र

मैं प्रमाणित करता हूं कि युवक दल——————
की योजनाओं के संबंध में जो छःमाही/वार्षिक विवरण लिखा है, वह ठीक है।

स्थानीय नेता के हस्ताक्षर

APPENDIX "B"

CONSTITUTION

Article I—

Name

This club shall be known as Yuvak Dal, Bal Dal, Mahila Dal or Kanya Dal, as the case may be, and will form part of the State Mangal Dal, U. P.

Article II—

Objectives

The objectives of this club are—

(i) to give boys greater opportunities to learn improved farming practices ;

(ii) to develop leadership, ability and desirable habits of work ;

(iii) healthful living through meetings, tours, entertainments, demonstrations, judging contests, fairs, camps and other activities ;

(iv) in all of its activities, this club shall be non-sectarian and non-political.

Article III—

Membership

Any boy/girl in the community between the ages of 12 and 20 years, literate and non-literate may become a member of the *dal* by filling out an enrolment card, taking the pledge and agreeing to live up to the standards set by the *dal*.

Article IV—

Office-bearers

The following officers of this *dal* shall constitute the Executive Committee ;

(1) President, (2) Vice-President, (3) Secretary, (4) Treasurer, (5) Project Leader and (6) Assistant Project Leader or Leaders.

The officers shall be elected by written secret ballot, the upraised hand, or any other method that is approved by two-thirds of the membership present at a regular meeting.

Committees

(1) Standing Committees—

There shall be a Standing Committee on Co-operative Education as follows:—

Three members elected annually.

One Volunteer Leader (*ex officio*).

One Co-operative Supervisor or Village Level Worker (*ex officio*).

(2) Special Committees—

Special Committees may be formed from time to time with the approval of the members in regular meeting.

NOTE—The President shall be an *ex officio* member of all Committees.

Article V—

Meeting

There shall be at least 12 regular meetings of the *dal* held during each year. The meeting shall be held on the *Purnima* (full moon) of each month, or such other day as may be fixed by the *dal.*

Article VI—

Quorum

A quorum shall consist of the attendance of more than half of the members of the *dal.*

Article VII—

Decision by Majority Vote

A mojority vote by the members present will decide the election of all officers and all other items on which the *dal* members vote.

Article VIII—

Constitution of Pledge

The following pledge will be administered by the Pradhan of the *Gaon Sabha* to each member in Hindi at a public ceremony :

> I pledge on my honour that I shall grow into a truthful, healthy, courageous, skilled and capable man of character. I shall base my life on self reliance, co-operation and service to the community and I shall render myself fit for community service through self-control, self-education and discipline. So, help me God.

Article IX—

Emblem and Flag

There will be an emblem and a flag for the *dal* members.

Article X—

Mottoes and Slogans

Each club will select its own mottoes and slogans.

Article XI—

Records

The club and its members will maintain such records as may be prescribed by the Central Committee of the Mangal Dal Organizations.

Article XII—

The club has the power to make its own rules and regulations for carrying on its work subject to approval by vote of a simple majority of the members present at a meeting attended by not less than two-thirds of the enrolled members.

APPENDIX "C"

A SYLLABUS OF TRAINING FOR YOUTH WORKERS

Period—One month

NOTE.—The syllabus given below is only for guidance in working out a concrete syllabus useful for the area and the workers according to the local conditions, season, previous training of the workers and the kind of projects to be undertaken. The list is by no means exhaustive nor is it expected that all the items will be included in any particular training camp. The specific items should be selected out of this list or from elsewhere on these lines.

A. THEORY

(Group Discussion)

I. General— Five *Periods*

(1) Youth work done so far in U. P.—Results, achievements and failures in Ballia and Etawah districts, techniques evolved.

Two *Periods.*

(2) Youth Organization as part of Extension Service.

(3) Youth work in other countries—Japan, U.S.A. and U. K., etc.

(4) Youth Organizations functions and place in Re-orientation of Education.

One Period.

(5) Psychological traits of the youth in our rural areas.

40 *Periods*

II. Youth Organisation—

(1) Need, purpose and objectives.

(2) How to organize a youth club step by step.

(3) Office-bearers—their election, duties and meetings.

(4) Projects and programmes—Economic, cultural and social service activities.

(5) Records and record-keeping.

(6) Recreation and games.

(7) Constitution, ceremonies and conducting meetings.

(8) Volunteer Leader—his selection, functions and training.

(9) Finance and Equipment for Youth Organization.

(10) Co-ordination of youth work with other existing village organizations and Government Departments, such as, *Panchayats*, P.R.D. and Co-operative Societies and Village School.

(11) Audio-Visual aids—Films, filmstrips, slides, etc.

(12) Literature for youth—Key-point lesson books—how to use them.

(13) Tool-kit for youth workers.

(14) Case histories—based on actual observation and study of youth work in Ballia and Etawah districts.

(15) How to plan work for youth organization and the importance of planning

(16) Contests, fairs and exhibitions.

(17) Incentives and Awards—Gradation based on age and work in connexion with projects, social service programmes and physical fitness.

(18) Youth Co-operatives—Value, work and organization, judging through contests, fa rs, exhibitions and score cards and records.

B. PRACTICAL WORK

(1) Practica work on youth organization in villages.

(2) Organizing games and recreational activities for youth clubs—*Antakshari*, sports, one-act and shadow plays.

(3) Other cultural functions—Janmasthami, Gandhi Jayanti, 15th August, Dasehra, Diwali, etc.

(4) Conducting social service work (Sanitation, repair of public streets and community places, crop protection campaigns).

(5) Study outings to Lucknow City, Ballia and Etawah districts.

III. Technical Training for Agricultural Projects— 60 *Periods*

A. THEORY

Only such subjects as can be easily undertaken by youth will form the basis of this course. The details of the probable subjects, theoretical discussion through seminars and practical work are given below. The discussions will be based on the key-point books on these subjects published by the Institute :

(*a*) **Vegetable growing—**

(1) Tomato ;

(2) Brinjal ;

(3) Lady's finger (*Bhindi*) ;

(4) Chillies ;

(5) Potato, and

(6) Cabbage.

(*b*) **Foodgrains crop—**

(7) Maize ;

(8) Wheat, and

(9) Pea.

(*c*) **Fruit trees—**

(10) Papaya.

(*d*) **Animal fodder crops—**

(11) Berseem.

B. PRACTICAL WORK

(Specific items to be selected according to season and local conditions)

Preparation of nursery beds, preparation and cultivation of soil, judging quality of improved variety of seed, sowing time and method of transplantation, spacing, line-sowing, practice in green-manuring with *sanai, dhaincha and moong* T. I weeding and use of improved implements ; inorganic manures—their scope, suitability and possible doses in different crops and plants.

Preservation and utilization of urine and night-soil.

Study of the results of various crops sown by different methods ;

(*a*) Dibbling, (*b*) Broadcasting, (*c*) Behind the plough, and (*d*) Seed-drill.

Demonstration and practice in green manuring wheat fields with a view to increasing yield with (*a*) *Sanai*, (*b*) *Dhaincha* and (*c*) *Moong* T. 1.

Practice in the use of the following implements in the preparation of fallow fields for sowing wheat or any other *rabi* crop : (*a*) Local plough, (*b*) Light mould-board plough and (*c*) cultivator.

Practice in the inversion of green manure crop, viz :

Moong T. 1. (after collecting the pods), *sanai*, *dhaincha*, etc. by using (*a*) Victory, (*b*) Punjab and (*c*) U. P. ploughs.

Practice in the use of the following implements for intercultural operations :

Cultivator and Plant Jr. or Singh Hand Hoes in sugarcane, maize, cotton and *moong* T. 1., etc., and stuyding the relative cost and efficiency in each case.

IV. Plant Protection—

A. Theory

Some important local diseases, pests in crops, vegetables and fruit plants.

B. Practical Work

(1) Preparation and use of some of the important insecticides and fungicides suitable for local application, eg. Gammexane.

(2) Anti-locust measures.

(3) Actual handling of spraying, dusting and treating machinery.

(4) Control of field rats.

V. Animal Husbandry— 30 *Periods.*

A. Theory

(1) Improvement of Livestock breeding, feeding and management of cows, calves and buffaloes and buffalo-calves.

(2) Care of animals against common diseases, such as rinderpest, anthrax, foot and mouth, dysentery, etc.

(3) Feeding of animals—common feeds.

B. Practical Work

(1) Practice in the care and management of sick animals under village conditions.

(2) Practice in making foot-paths.

(3) Making of silo pit for preserving green fodder.

VI. Health and Sanitation—

A. Theory

(1) Simple health habits for youths—Sports and *akharas.*

(2) Simple physical exercises for youths.

(3) Village and home sanitation—How to improve it through *shramdan* and street to street or home to home propaganda ?

(4) Common diseases—Their prevention and cure, such as dysentery, malaria, scabies, etc.

(5) Healthy diet.

(6) Manure and refuse pits.

B. Practical Work

(1) Preparation in the use and demonstration of : rainy season, mauure heaps manure pits, soakage pits and drains.

(2) Spraying and uses of (i) Gammexane, (ii) D.D.T. and (iii) Kerosene oil.

(3) Disinfection of drinking water wells.

(4) Anti-epidem measures in plague, cholera and malaria.

(5) Use of n icine chests in villages.

(6) Improvement of masonry drinking water wells.

(7) Anti-scabies measures.

VII. Co-operatives—

[As per Appendix "C" (1)]

APPENDIX "C" (1)

Syllabus for Training in Economic Co-operation

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
First Week ..	1. Registration .. 2. Assignment of quarters and briefing on camp facilities, responsibilities, etc. 3. Address of welcome 4. Get acquainted session. (Each student introduces himself, tells where he is from, his work, etc.). 5. Talk on purpose of the course. 6. Consideration of programme by group.	1. Group discussion techniques—demonstration. 2. Group discussion practice : (Topic "The New India will be built from the group up not by a master plan handed down from above").	1. How to conduct a meeting—lab. 2. Group discussion on above—practice. 3. How to use a film slide projector effectively. 4. Group discussion on above—practice.	1. Group discussion—practice (topics to be arranged). 2. Programme planning for village societies .... (Education, recreation, inspiration)	1. Conduct of a meeting (lab.). 2. Group discussion—practice on above topics. 3. How to use a movie projector effectively. 4. Group discussion practice based on above topics.	1. Group discussion—practice (topics to be arranged). 2. Programme planning continued.
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Second Week	1. Importance of committees and co-operative, how to make them effective. 2. Duties of Co-operative Directors and how to make them responsible. 3. Discussion on above topic—practice. 4. Film slide projector (lab.)	1. Importance of publicity committee: what it is, how to use it, etc. 2. Programme planning continued.	1. Importance of co-operative—continued. 2. Duties of Directors, etc.—continued. 3. Movie projector (lab.)	1. Consideration of educational programme drawn up by students for their respective areas of work—discussion. 2. Co-operative publicity—continued.	1. Consideration of Programmes—continued. 2. Visit to P.R.A.I. 3. *Evening*—Farewell organized by the co-operative group.	1. Final briefing on project work. 2. Individual consultations with course leaders and instructors.

APPENDIX "C" (2)

SYLLABUS FOR A WEEK'S TRAINING OF YOUTH CLUB MEMBERS

A. Youth Organization—

1. *Purpose*—What have such clubs done in foreign countries essentially as a village organization irrespective of any other qualification ?

2. *Age groups*—How to join a club ?

3. *Constitution of youth clubs*—Office-bearers and their duties—pledge, meaning of Youth Club emblem.

4 *Record Book*—How to maintain it? Its use. Other club registers—How to keep them?

5. Other village organizations, e.g. Panchayat, School and Co-operative Society—their role in Youth Clubs.

6. *Local Volunteer Leaders*—Their functions.

7. *Awards and Incentives*—Merit badges and other honours—Contests and rallies.

B. Projects and Programmes—

1. *Agriculture*—Vegetable growing—Improved methods, e.g. selection of good seed, manure and fertilizers.

Crops—Wheat, pea, paddy.

Fodder—Berseem.

Fruits—Papaya.

Practical work on as many as possible.

2. *Animal Husbandry*—Calf-raising, goat keeping.

Bee keeping and poultry keeping (if local conditions allow).

3. *Social Service and Recreational*—Games, songs, slogans, camp fires and play acting—poetry recitation—important festivals and their community celebration—National flag and National song—P. T. with simple exercises—elementary first-aid, shramdan.

APPENDIX "C" (3)

Syllabus for a Week's Training for Youth Leaders in Rural Youth Organization

I—Theory

1. *Objectives of Rural Youth Organisation—*

(1) To help rural boys and girls develop desirable values, ideals and standards for (*a*) farming, (*b*) family life, (*c*) community life, (*d*) citizenship, and (*e*) leadership and a sense of responsibility for their attainment as an ambition for a fuller and richer life.

(2) To give rural boys and girls technical instruction in (*a*) farming (*b*) home-making, and (*c*) community leadership, through training in practical and profitable, individual and group projects, such as vegetable and crop growing, gardening, tree planting and animal-rearing, on improved lines.

(3) To develop scientific attitudes towards the problems of the farm, the home and the community ; to arouse a desire to learn to acquire an intelligent understanding and to teach them the value of research.

(4) To train the youth for discipline, self-help, mutual help and co-operative action such as respect for elders, meeting personal requirements, running club, orchards, etc.

(5) to develop such leadership qualities as self-reliance and devotion to duty by exercising group responsibilities through active club membership, service on club committees, fairs, camps, competitions, tours, judging contest and holding club offices.

2. *Aims of Youth Leaders' Training Programme—*

(1) To develop the people and popular leaders in the villages.

(2) To enlist the co-operation of the youth and the adults through enlightened local volunteer leadership so that the continuous interest and the response of people in the success of the Community Development Programme may turn to be enduring.

(3) To draw out the latent talents of the selected villagers who by reason of their character, intelligence and social traits can take initiative in Rural Youth Organization.

3. *Duties of the Local Volunteer Youth Leaders—*

(1) He thoroughly understands the aims and objectives of rural youth club work, knows how to organize a club and how meetings are democratically conducted by the members.

(2) He learns how to initiate individual and group projects and how to conduct demonstrations for the guidance of members in their project work.

(3) He attends the regular club meetings as an observer and adviser, encouraging democratic procedure, record keeping, leadership and self expression in club meetings.

(4) He maintains established liaison with appropriate Community Development staff members, schools teachers and agricultural extension workers for expert counsel and assistance and to make his needs known. He is the local contact for such staff members and officials, and they should never forget that he is doing their work for them free of charge.

(5) He keeps fellow villagers, especially parents of members, informed of youth club activities, explaining the purpose of club work and reporting results. He maintains friendly relationship with other village leaders, the Panchayat Secretary and members of the Panchayat in order to gain their co-operation whenever required.

(6) He assists individual members in the selection of projects, taking into consideration of the factors involved in the usefulness and practicability of the undertaking. This requires knowledge of the youth, his background, interest and present as well as potential capabilities. It requires also the consent and co-operation of the youths' parents.

(7) He advises the club on group projects and on cultural, social and recreational activities. His purpose should be to integrate the club and its activities into the life of the community, never missing an opportunity to make the youth as a group constructively useful.

4. (*a*) Psychological traits of the youth, his physical needs, facilities available and the problems he is facing today.

(*b*) Aspirations of youths in rural areas.

(*c*) Building morals and discipline among youth and mobilizing them for community service.

5. *General Knowledge*—(*a*) Meaning and philosphy of Community Development Programme ; (*b*) Organization of the Block help that can be made available from the Development Department ; (*c*) Function of the panchayats ; (*d*) Literary and longevity position ; (*e*) Highest yield rates in the country ; (*f*) Irrigation problems and facilities, etc.

6. Organizing Youth clubs step by step on the PRAI pattern—

(*a*) Getting together ;

(*b*) Keeping together ; and

(*c*) Working together.

7. (i) Projects and Programmes—(*a*) Individual projects, (*b*) Group projects. Comparative merits of each.

(ii) *Kinds of Project* :

(*a*) *Agricultural and Horticutural*—

Land—Acquisition, management and fencing of the land.

Preparation—Cultivation.

Manures and fertilizers—Compost pits, use of organic and inorganic manures.

Seeds—Availability, testing, curing and sowing.

Interculture—Hoeing, weeding, earthing, mulching and rogueing.

Irrigation—Proper time of irrigation.

Plant protection—Prevention from pests and diseases.

(*b*) *Animal Husbandry*—

Methods of improving cattle wealth—(i) By improved care, (ii) By improved breeding.

Cattle diseases and their prevention.

Poultry farming.

(*c*) *Cottage Industries*—

Sericulture.

Bee-keeping.

Rope-making.

Soap-making, etc.

(*d*) *Collective projects*—Equipping club centres, running club orchards, poultry units, etc.

(iii) Records and record keeping. Its advantages.

8. (*a*) Co-operation—its meaning and scope.

(*b*) Role of Co-operation in rural development including co-operative farming.

(*c*) How to form a co-operative.

(*d*) Important laws and bye-laws.

9. Increase in agricultural production through youth.

10. Finance and equipment for the youth clubs.

11. Literature for youth and audio-visual aids (Nav Yuvak as the chief organ of rural youths).

12. Contests, fairs, exhibitions ; Incentives and awards.

13. Physical , cultural and recreational activities for the rural youths.

14. Social service.

II—PRACTICAL

A. Physical, recreational and cultural activities—

(i) Marching songs—two.

(ii) Surya Namaskar and Asans.

(iii) Physical efficiency tests and award of certificates. Norms prepared by P. R. A. I.

(iv) Games—(*a*) Kabaddi, volley-ball, Kho-Kho, Ring and sticks.

(*b*) Dodge ball, Tunnel ball, Over and under relay, Ball pass, Kangaroo relay, Squirrel is in the nests, Do this, Do that, Hit and Score, Through and Catch relay, Chita-chital, Human burden relay, Arithmethic race, etc.

B. (i) Folk songs .. .. .. Two

(ii) One-act play .. .. .. One.

(iii) Community songs .. .. .. One.

C. Sight-seeing in club areas and laying out demonstrations of dibbling, Japanese Method of Paddy cultivation, vegetable transplanting, community service, etc.

DAILY TIME-TABLE

Morning Sessions :

1.	5-30 to 6-30..	.. Rise and wash.
2.	6-30 ..	.. Assembly and prayer.
3.	6-40 to 7-40..	.. Physical and recreational activities.
4.	7-40 to 9-00..	.. Breakfast and self-study.
5.	9-00 to 12-00	.. Lecture and discussions.

Afternoon Session :

1.	12-00 to 2-00..	.. Lunch and rest.
2.	2-00 to 4-00..	.. Lectures and discussions.
3.	4-00 to 4-30..	.. Break for evening tea.
4.	4-30 to 7-00..	.. Sight-seeing in club areas.

Evening Sessions:

1.	7-30 to 8-30..	.. Dinner.
2.	8-30 to 9-30..	.. Audio-visual aids and cultural activities.
3.	10. ..	.. Lights off.

N. B.—Each day there will be four lectures period, i.e. 2 in the morning session and two in the afternoon. Thus, there will be 28 periods in all. Out of these, 14 periods should be devoted to Economic projects and project planning and the remaining on other items.

630